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ABSTRACT

This annotated bibliography cites books and articles on aging. The bibliography was compiled by a resource team who are helping teachers and elderly volunteers create classroom environments in which the strengths and uniqueness of these volunteers are recognized. The books in the first section "Aging in Society" describe the problems, aspirations, joys, reflections, and coping strategies of the growing elderly population. The second and third sections are concerned with gerontological literature. "Attitudes Toward Aging and the Elderly" cites journal articles which speak to the attitudes of the elderly as perceived by young children, adolescents, adults, and the elderly themselves. The section on "Elderly Persons as Volunteers" addresses the many ways the elderly can maintain active and valued participation in society through voluntary affiliation in a variety of settings. The fourth section "Curricula on Aging" includes materials which discuss the role of schools in helping children develop an awareness of aging. The section "Using Oral History in the Classroom" provides insight into the concept and purpose of oral history. The various oral history projects described demonstrate that through oral history, students may develop communication skills, gain an appreciation of the skills and experiences of older people, and contribute to the preservation of history. The sixth section is an annotated listing of children's books on aging. The publication concludes with a listing of books and articles which review children's literature. (Author/RM)

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Aging Awareness

An Annotated Bibliography

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SP 013 114

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1979

Dedicated to the young and the old as we work towards developing more meaningful relationships between the generations.

Contents

Page

Introduction 7

Aging in Society 11

Attitudes Toward Aging and the Elderly 21

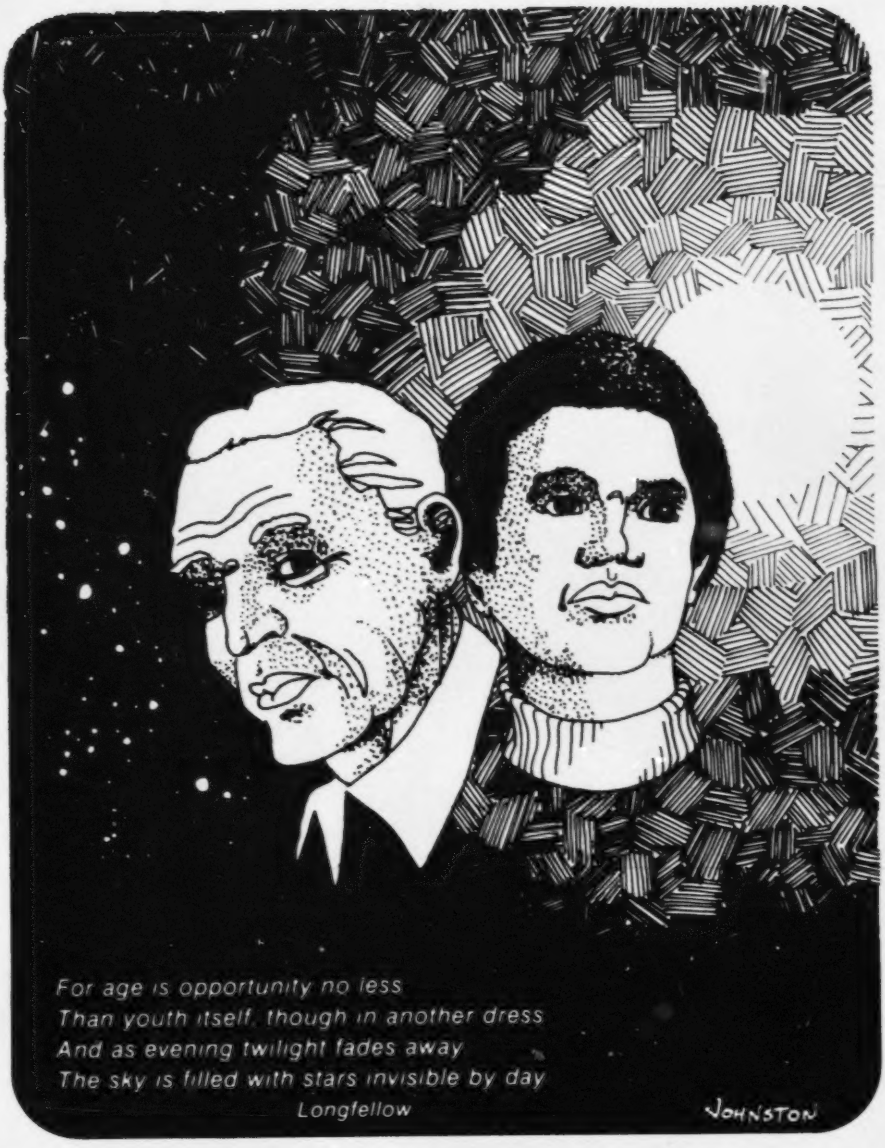
Elderly Persons as Volunteers 27

Curricula on Aging 33

Using Oral History in the Classroom 36

Children's Books 45

Reviews of Children's Literature 65


For age is opportunity no less
Than youth itself, though in another dress
And as evening twilight fades away
The sky is filled with stars invisible by day
Longfellow
JOHNSTON

Introduction

This bibliography was prepared as the culmination of an investigation of varied materials related to the status of a neglected human resource, our elderly. It was compiled by a resource team who are helping teachers and elderly volunteers create classroom environments in which the strengths and uniqueness of these volunteers are recognized, enjoyed and benefit both the children and the adults. This team comprises the staff of the "Senior Citizen School Volunteer Program" which is involved in developing effective intergenerational classroom teams in 10 diverse school districts in Western Pennsylvania.

While assessing the progress of the program the team observed the formation of special relationships between the children and the volunteers, the enfolding of new ageing awareness and some indication of childrens academic growth that seemed to be related to the presence of the senior citizen volunteers in the classroom. These observations led to our exploration of the literature in order to learn what was being reported by both practitioners and theoreticians involved in other inquiries and experiences concerned with the place of the elderly in society.

Our investigation yielded enough material to justify the preparation of a sectional annotated bibliography of books and articles. The following listing summarizes our readings on several aspects of ageing and the elderly:

- general books and articles on attitudes toward ageing and the elderly, for adults interested in how other persons perceive ageing or being old, and for adults concerned with their own feelings on ageing or being old
- articles on elderly persons as volunteers, for persons interested in knowing about volunteer sources available to older volunteers, how they are used and their effect on the elderly

- articles and books on ageing curricula and oral history, for persons interested in ideas suitable for classroom curricula that can develop and encourage pupil awareness and sensitivity to the process of ageing and to the elderly
- children's books, for adults and children interested in helping children become more aware of the problems, joys, realities and fantasies about being old

With young and old, professional and non professional readers in mind we present a review of over 200 articles and books that we hope will contribute to the reader's increased understanding, awareness and recognition of our country's senior citizens. The bibliography is neither an exhaustive nor comprehensive listing of written material on America's ageing population. It is however, a crossection of material available to anyone interested in, attitudes toward the elderly, understanding the elderly and learning from the elderly.

The members of the Senior Citizens School Volunteer Program staff hope your interest will be sparked and your understanding increased through the readings you find listed on the following pages.

COUNTY HOME
FOR THE AGED
JOHNSTON

Aging in Society

In this first section we review representative general books that present the countless issues associated with ageing. They were written within the last decade and describe the problems, aspirations, joys, reflections and coping strategies for our growing elderly population. This listing of books with diverse formats and literary styles, includes an historical/sociological perspective on ageing, a collection of poems on the joy and despair of ageing in a contemporary world, and several books for the middle aged children of ageing parents. We have selected these books to reflect a diversity that is the essence of the process of ageing. Each one reveals its own uniqueness as do each of us as we come of age.

Abernethy, Jean Beaven. **OLD IS NOT A FOUR LETTER WORD: NEW MOODS AND MEANINGS IN AGING.** Abington Press: Nashville. 1975.
In this positive and hopeful book the writer discusses 2 basic questions related to older persons, i.e. (1) How does an older person maintain a sense of self worth in view of society's negative attitudes toward aging? (2) What does an individual need to learn that is appropriate for the later years of life? Topics like traditional values, family relationships and the impact of society on the aging are thoughtfully examined.

Ancona, George. **GROWING OLDER.** E. P. Dutton: New York. 1978.
In a series of short autobiographical statements by 13 older persons from different backgrounds, the reader is made aware of the uniqueness of each individual. Through the use of photographs and direct quotes the author captures the specialness of each subject demonstrating his hypothesis that old people cannot be put into categories.

Bellak, Leopold, M.D. **THE BEST YEARS OF YOUR LIFE - A Guide to the Art and Sciences of Aging.** Atheneum: New York. 1975.
Dr. Bellak presents the meaning of aging in physical, psychological and social terms. He discusses attitudes, special problems, fears, common ailments, physical and mental aging processes, personality or character changes, economics and housing. Dr. Bellak hopes to reduce the fear of aging for both the older and middle age populations.

Bernstein, Joanne E. and Stephen Gullo. **WHEN PEOPLE DIE.** E. P. Dutton: New York. 1977.
In this simple, sensitive and quiet book is told the story of an elderly woman who has just died. Through prose and photographs, the reader learns about her family, funeral customs, religious beliefs, medical and non-medical deaths, mourning and memories.

Biegel, Leonard. **BEST YEARS CATALOGUE: A SOURCE FOR OLDER AMERICANS.** G. P. Putnams' Sons: New York. 1978.
A basic source book giving valuable tips,suggested readings, agencies and other information on health, safety, creative leisure, joining, sharing, communication, housing, rights, transportation, travel and money. It is written in large type with an attractive format that includes appealing and appropriate graphics.

Britton, Joseph H., Britton, Jean O. **PERSONALITY CHANGES IN AGING.** Springer Publishing Company, Inc.: New York. 1972.
The authors select a small rural community to conduct a study of the behavior patterns and changes of persons 65 years and older, covering a period of 9 years. Through various techniques, measures and interviews, they trace and record personal adjustments in the aging - namely, the factors which contribute to positive or negative development, etc. Their findings are fully described by means of statistical analyses and charts. They present material dealing with social norms and expectations for older persons by younger members of this community. The authors recommend an environment which encourages growth and flexibility, making it possible for the aging to retain the status of an independent mature citizen of the community.

Butler, Robert. M.D. **WHY SURVIVE?: BEING OLD IN AMERICA.** Harper & Row Publishers: New York. 1975.
A discomforting but realistic and comprehensive discussion of life for the elderly in the U.S. Dr. Butler describes and questions the status of pensions, the right to work, housing, nursing homes, medical services, the elderly in politics and general services for the elderly. It is a book that evokes both anger and hope. Anger at what is and hope that change

is both possible and in progress.

Coleman, Vernon. M.D. **GUIDE TO: EVERYTHING YOU WANT TO KNOW ABOUT AGING.** Gordon Cremonesi, Ltd.: London, England.
This guide explains how "old people stay healthy, learn, and remain active so they can stand up and be counted." It also describes common illnesses of old age, their treatments and hundreds of creative practical hints for coping and keeping active. It is a statement on the status of aging in England in the late 60's.

Curtin, Sharon R. **NOBODY EVER DIED OF OLD AGE.** Little, Brown & Company: Boston. 1972.
Ms. Curtin, a young registered nurse, paints verbal portraits of the "old people" she has befriended and cared for throughout the country. The narrative raises a consciousness and indignation about the generalities associated with "old people." She demands that we regard old people as human beings each with a unique present future and past. She challenges the "old" to "rise up angry."

DeBeauvoir, Simone. **THE COMING OF AGE.** Warner Paperback Library Edition: New York. 1975.
In this book, Mme. DeBeauvoir presents an historical perspective on the aging process and the role of the aged in history from primitive through contemporary times. She incorporates information from psychology, ethnology, physiology, medicine, painting, poetry and fiction to describe the predicaments of the aged and to evoke the readers consciousness and concern about this predicament. A special complement to this encyclopedic work is a series of vignettes on famous historical figures in their old age.

Dufault, Joan. **THE BOLD SURVIVERS.** Vintage Pilgrim Press: New York. 1978.
A book of photographs and interviews with 38 older people who discuss their past and present life. The interviewees represent the famous and the ordinary.

Downs, Hugh. **THIRTY DIRTY LIES ABOUT OLD.** Argus Communication: Niles, Illinois. 1978.
Thirty myths about aging are reflected in an easy to read, light and sensitive attempt to break down stereotypes of aging. Downs stresses the positive developmental processes of aging; its joys, its uniqueness and the idea that growing old means growing in new ways.

Ethridge, Willia Snow. **SIDE BY EACH.** Vanguard Press: New York. 1973.

This autobiographical account of building a retirement house is detailed, witty and straightforward. It leaves the reader with a sense of growth and vitality that reflects the lives of the Ethridges of Sanford, North Carolina.

Finkelhor, Dorothy. **THE TRIUMPH OF AGE.** Follett Publishing Co.: Chicago. 1979.
Dr. Finklehor presents some of the problems and questions confronting the retiree that she has answered for herself. She suggests that, as she did, others also can turn loneliness into happiness, boredom into enrichment, and purgatory into paradise. The key, she feels, may be acquiring the specific attitudes towards these problems that are appropriate to this state in your life. Thinking and feeling as a retiree and not denying your age enables you to turn the losses of one age into the triumph of a new age.

Hessel, Dexter (Editor). **MAGGIE KUHN ON AGING.** Westminster Press: Philadelphia. 1977.
Maggie Kuhn shares her perspecitve on aging with people participating in a pastoral studies program. She offers suggestions on how the church and community can do more than provide services for the elderly. She suggests they become advocates for social change.

Hochschild, Artie Russell. **THE UNEXPECTED COMMUNITY.** Prentice Hall, Inc.: Englewoods Cliffs, New Jersey. 1975.
This book tells about a community of 43 "old people" who lived in a small apartment building near the shore of San Francisco Bay. It tells about this community as a mutual aid society, a source of jobs, a pool of models for growing old, a sanctuary and a subculture with its own customs, gossip and humor.

Jury, Dan and Mark. **GRAMP.** Penguin Books: New York, 1978.
This is a poignant photo essay and narrative of one families encounter with the reality of senility and dying. The story of gramp told by 2 grandsons is sensitive, tender and unemotional.

Keen, Bertha Margaret. **GOOD! I'M GROWING OLD.** Exposition Press, Inc.: Jericho, New York. 1974.
Based on her own life experiences, the author writes of the many pit-falls of growing older. She gives many good ideas of positive possibility thinking to meet these challenges and problems of aging. The book is easy, light reading; at times, inspirationally mixed with well known maxims, but most refreshing for a subject that could at times be depressing. The chapter on "Learning to say Goodbye", is excellent.

Kruger, Smith Bert. **THE PURSUIT OF DIGNITY - NEW LIVING ALTERNATIVES FOR THE ELDERLY.** Beacon Press: Boston. 1977.
Smith presents some of the alternatives in Day Care, Home Health Service, Cooperative Housing and Nutrition for the elderly in many economic levels. It is a book designed for everyone as they contemplate and prepare for their own aging.

Maclay, Elsie. **GREEN WINTER.** Readers Digest Press: New York. 1977.
Through the medium of poetry we gain some insight in the life of the aging. These short reflections show the spirit of individual men and women the author knew over a period of years. They reveal the joy, optimism and despair in their lives.

Moss, Gordon and Walter (Editors). **GROWING OLD.** Pocket Books: New York. 1975.
This small paper back is divided into 2 sections. The first a brief statement of the problem that includes America's changing economy and sociology and the older American's changing physiology and psychology. This section refers to some of the needs of the elderly in housing, leisure and family and suggests how society in general is meeting some of these needs. Section 2 is a series of short selected fiction, non-fiction, people and poetry readings related to the notion of growing old.

Murphy, Judith and Carol Florio. **NEVER TO OLD TO TEACH.** Academy for Education Development, Inc.: New York. 1978.
In this compact book the authors discuss the role of "older people" in the education of the young and the education of their peers. The book includes programs, projects and results of national surveys that show where and how older aldults are participating in educating others.

Myerhoff, Barbara. **NUMBER OUR DAYS.** E. P. Dutton: New York. 1978.
This book is the result of a 2 year study on the process of aging. She gathered the material from the elderly members of a Jewish Community in Southern California. It is a documentary of old people who make their lives meaningful through story telling, ceremony, shared traditions and the extraordinary attention they give to ordinary happenings.

Otten, Jane and Florence D. Shelley. **WHEN YOUR PARENTS GROW OLD.** Funk and Wagnalls: New York. 1976.
The author gives suggestions to middle aged children on problems related to their aging parents. Suggestions on coping with feelings, on communications, family problem solving, housing, alternative living styles, nutrition, safety, increasing dependence and choice provided

these adult children with some realistic approaches toward more positive relationships with aging parents.

Pruner, Morton. **WHAT WE KNOW ABOUT GROWING OLD.** Universe Books: New York. 1974.
The author discusses some recent findings in gerontology that suggests the next generation of "old persons" will enjoy a life style and pleasures unknown to the "old" in the past. He presents some ideas from studies of aging in biology, sociology and psychology on how to realistically improve the quality of life in our old age through personal and societal efforts.

Rosow, Irving. **SOCIALIZATION AND OLD AGE.** University Press: Berkeley. California. 1974.
In this concise book the author uses concepts in role theory to explore the entry into old age and what this entails in American Society. The author argues that old age is characterized by role losses, ambiguities in norms and generally paints a negative picture of this period. There is an extensive review of relevant literature which Rosow uses to support his argument.

Schwartz, Dr. Arthur N. **SURVIVAL HANDBOOK FOR CHILDREN OF AGING PARENTS.** Follett Publishing Co.: Chicago. 1977.
This book written for middle aged sons and daughters suggests some of the behaviors and attitudes of the middle aged toward their elderly parents that enable richer relationships. The message of the book is that old age can be enormously worthwhile and the younger generation, by helping make it so, can draw rich dividends from that fact.

Schwed, Peter. **HANGING IN THERE.** Houghton Mifflin Co.: Boston. 1977.
In this book the author gives suggestions and advice to anyone approaching or having arrived at retirement age. The advice is based on practical and inspirational ideas that help the retiree maintain or change attitudes in order to realize greater contentment. Included in the book are names and addresses of information sources to help the retiree find groups to join, hobbies to start or to return to school. The book is positive, witty and humorous.

Silverstone, Barbara, Hyman, Helen Kandel. **YOU AND YOUR AGING PARENTS.** Pantheon Books: New York. 1976.

The book is a complete source of valuable information for middle aged adults to help them obtain a new perspective on aging -- theirs and their parents. Actually the book is like two volumes in one binding. The first part gives insights into parent-child relationships that exist. The authors cover the aging process, changes that occur and the reactions and adaptations older parents make to these changes physically, mentally and emotionally. The second part of the book provides lists of services and programs, information about Nursing Homes, financial help programs and volunteer opportunities for older people.

Tenenbaum, Frances. **OVER 65 IS NOT ILLEGAL - A RESOURCE BOOK FOR ACTIVE OLDER PEOPLE.** Houghton Mifflin Co.: Boston. 1979.
A comprehensive positive resource book that lists and describes the opportunities available for the "new breed of older people." It provides information on education, volunteerism, community involvement, exercise, food and drugs. In addition an appendix lists some new directions in Research on Aging.

Tournier, Paul. M.D. **LEARN TO GROW OLD.** Harper & Row Publishers: New York 1971.
A Swiss Psychologist and M.D. explores with the reader 3 factors related to the process of growing old - one's personal development throughout life, the present depersonalized society and the individuals use of leisure, work, people and faith. Dr. Tournier shares his own experiences as he presents ideas on routines, boredom, unfulfillment, new interests, contemplation and personal relationships.

Troll, Lillian E., Israel, Joan, Israel, Kenneth. **LOOKING AHEAD.** Prentice-Hall Inc., Englewood Cliffs: New Jersey. 1977.
The editors of this book have gathered articles that deal with aspects of life for women from middle age and later including marriage, jobs, friendships and sex. They present brief histories of women who face the problems of growing older successfully and not so successfully.

Weitzen, Herman G. **THE RETIREMENT DAY BOOK.** A Frank Taylor Book. Chilton Book Co.: Radno, Pa. 1978.
This is a unique approach to record and reflect on activities in your life. The 8 ½" x 11" soft cover book is divided into two sections. One for the reader's dated journal entries and one for a series of short essays to help the retiree answer some basic questions on financial management, loneliness, living arrangements, friends, vacations and groups to join or know about. The daybook is designed to help make the retirement years rewarding.

Yglesias, Helen. **STARTING EARLY, ANEW, OVER AND LATE.** Rawson Wade Inc.: New York. 1978.

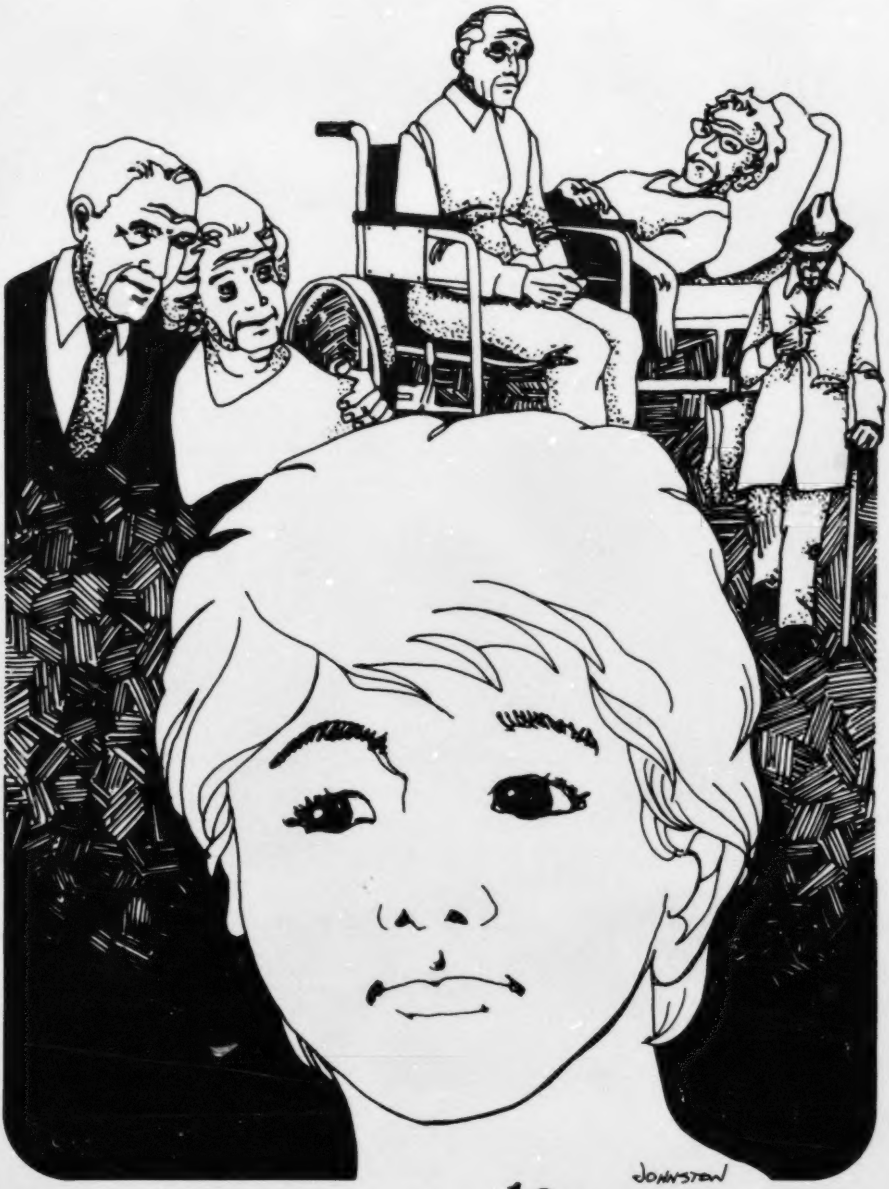
An autobiography describing the author's experiences and the experiences of others (famous and ordinary) who have "Started." The reader concludes that there is much in common in "Starting" irrespective of age, and background.

READERS NOTES AND ENTRIES

The format by which articles in the following sections are indexed is standard notation for journal entries. The following example illustrates how the entries are to be read:

Cutler, Stephen. **Membership in Different Types of Voluntary Associations and Psychological Well-Being. GERONTOLOGIST.** 16; 4, 1976. 335-339.

Cutler, Stephen. refers to the author of the article. Throughout this bibliography, the articles are alphabetized by the author's last name. This is followed by the title of the article in bold type. The name of the journal in bold capital letters comes next, succeeded by the specific volume of the journal and the specific issue number and year of publication. In the above example the reader is referred to volume 16, issue number 4 of THE GERONTOLOGIST, published in 1976. Finally the exact page numbers of the articles are listed. Following this reference information is a brief abstract of the article.


JOHNSTON

Attitudes Toward Aging and the Elderly

Elderly Persons as Volunteers

These next two sections are concerned with two vital areas of the gerontological literature. The section on "Attitudes Toward Ageing and the Elderly" represents articles which speaks to the attitudes of the elderly as perceived by young children, young adults, adults and the elderly themselves. Collectively these articles depict what these attitudes are, how they are formed and perpetuated and the implications they have for the elderly and society.

The section on "Elderly Persons as Volunteers" addresses the many ways the elderly can maintain active and valued participation in society through voluntary affiliation in a variety of settings. We explore the advantages to the elderly volunteer and to the recipients of their services by this affiliation in public schools, colleges and a variety of public and private organizations.

In both sections the articles range from speculative essays to scientifically conducted experiments. All of the articles appear in various monthly and quarterly journals, many of which are available in local public libraries. Other, more professionally oriented journals may be available only in college libraries.

Although a substantial number and variety of articles are included for the readers' varying interests and needs, where a more thorough review is required, the reader is directed to the bibliographies following a specific article or to the various periodical guides and indexes.

Attitudes Toward Aging and the Elderly

Ansello, Edward F. **Ageism: The Subtle Stereotype. CHILDHOOD EDUCATION.** 54; 3; January, 1978. 118 - 120.
Reviews research findings about aging and the elderly. Presents results of an 18 - month examination of the protrayal of age in 656 juvenile picture and easy reader books aimed at children ages 3 to 9.

Auerbach, Doris N.; Levenson, Jr., Richard L. **Second Impressions: Attitude Change in College Students. GERONTOLOGIST.** 17; 4; August, 1977. 362 - 366.
This exploratory investigation tests the applicability of constructs developed in ethnic contact studies to intergenerational contact. The attitudes of young subjects deteriorated significantly after one semester of classroom interaction with elderly fellow students. Factors operant in the deterioration of attitudes as well as limitations in the research are explored.

Bengtson, Vern L.; Dowd, J.; Smith, David; Inkeles, Alex. **Modernization, Modernity, and Perceptions of Aging: A Cross-Cultural Study. JOURNAL OF GERONTOLOGY.** 30; 6; November, 1975. 688 - 695.
Data from a comparative study of 5,450 young males in six developing nations were used to investigate the association between modernization of modernity and negative attitudes toward aging. The data do provide support for the hypothesis that "modernization" (societal development) is related to negative perceptions of aging.

Benjamin, Joe. **There's the Hubb. TIMES EDUCATIONAL SUPPLEMENT (LONDON).** 3141; 16; August, 1975.
The author reports on a polytechnic's attempt to set up a community project across the generations.

Bennett, Ruth. **Attitudes of the Young Toward the Old. A Review of Research. PERSONNEL AND GUIDANCE JOURNAL.** 55; 3; November, 1976. 136 - 139.
This review briefly covers the study of attitudes toward aging in general. It includes research on attitudes of young people toward the old, their contact with the old, and efforts to change their attitudes toward the aged. It implies the need for counseling young people in preparation for their own aging.

Comfort, Alexander. **Age Prejudice in America. SOCIAL POLICY.** 7; 3; November - December, 1976. 3 - 8.

Discusses in essay form the "plight" of the elderly in America with specific reference to generally held negative conceptions and prejudices. Makes special reference to mandatory retirement as a highly damaging manifestation of prejudices of the elderly and addresses a variety of needed social changes including political activity.

Golde, P.; Kogan, N. **A Sentence Completion Procedure for Assessing Attitudes Toward Old People. JOURNAL OF GERONTOLOGY.** 14; 1959. 355 - 363.
Uses a sentence completion test designed to elicit spontaneous expressions of feelings about various aspects of the elderly's lives. Suggests that attitudes toward old people are qualitatively different from those concerning the general class of "people in general." It further suggests that the subjects in the present study do not wish to become personally involved with old people and that our individualistic society which provides little opportunity for friendly cross-generational contact may be partially responsible.

Hickey, Tom; Kalish, Richard. **Young People's Perceptions of Adults. JOURNAL OF GERONTOLOGY.** 23; 1968. 215 - 220.
Investigates some of the attitudes and perceptions which 8 to 20 year old subjects have toward adults and the elderly. A brief questionnaire is included which consists of descriptive and evaluative items. The data confirm that children and young people perceive age-related differences between adult age groups'. The older the adult, the less positive the child's image of him/her.

Jantz, Richard K.; Seefeldt, Carole; Galper, Alice; Serock, Kathy. **Children's Attitudes Toward the Elderly. SOCIAL EDUCATION.** 41; 6; October, 1977. 518 - 523.
A study that measured children's attitudes toward and knowledge of older people in American society. Findings indicate that children have little general knowledge of the elderly and very complex, mixed attitudes toward older persons. Ways are suggested in which schools can inculcate positive attitudes toward all people, including the elderly.

Johnson, Elizabeth S.; Bursk, Barbara J. **Relationships Between the Elderly and their Adult Children. GERONTOLOGIST.** 17; 1; February, 1977. 90 - 98.
The affective quality of relationships between noninstitutionalized white, elderly (65 + parents and their adult 21 + children) was explored through interviews with 54 parent - child pairs. It was reported that the attitude toward aging is significantly related to the subjects family relationships.

Kalish, Richard A.; Reynolds, David K. **The Role of Age in Death Attitudes. DEATH EDUCATION.** 1; 2; 1977. 205 - 230.
Explores three different age groups (young adult, middle - aged and elderly) and our different ethnic groups to determine the amount of contact each group has had with death and their attitudes toward death. The authors conclude that older persons accept death more readily than younger persons.

Kawabori, Chisato. **The Aged: An Opportunity for the Educator. HEALTH EDUCATION.** 6; 4; July - August, 1975. 6 - 7.
Discusses courses designed to encourage understanding of the aging process and how they will help today's young people cope with old age.

Kidwell, I. Jane; Booth, Alan. **Social Distance and Intergenerational Relations. GERONTOLOGIST.** 17; 5; October, 1977. 412 - 420.
This study looked at 440 persons aged 19 - 75 + and attempted to assess the amount of social distance experienced between people of different ages. The authors conclude that the greater the age difference between people, the more social distance they will feel. Also, persons seemed to feel most socially distant from the elderly irrespective of their own age. This estrangement seems to be related to the amount of contact with people of different ages.

Kuhn, Margaret E. **Learning by Living. INTERNATIONAL JOURNAL OF AGING AND HUMAN DEVELOPMENT.** 8; 4; 1978. 359 - 365.
The Gray Panthers is an emerging national movement emphasizing the relationship of personal growth and self - development to pursuit of social goals. It is a coalition of old and young people working together for social change.

Longino, Charles F.; Kittson, Gay C. **Parish Clergy and the Aged: Examining Stereotypes. JOURNAL OF GERONTOLOGY.** 31; 3; May, 1976. 340 - 345.
This article explores clergymen's enjoyment in pastoral contact with the elderly. The authors test the hypothesis that clergymen do not enjoy contact with the elderly and suggest that this is reflective of the clergymen's ageist preference.

Palmore, Erdman. **Facts on Aging: A Short Quiz. THE GERONTOLOGIST.** 17; 4; 1977. 315 - 320.
Provides a short 25 item true - false quiz which covers basic facts and frequent misconceptions about aging. Provides a well documented response to each item. Can be used in schools to stimulate discussion, measure levels of information, and degree of age bias, to identify the

most frequent misconceptions about aging and measure the effects of courses and changes in opinion.

Parker, Frank A. **Second Childhood. TIMES EDUCATIONAL SUPPLEMENT (LONDON).** 3089; August, 1974. 12 - 13.
Discusses how the gruesome fate of geriatric patients can be improved by teaching methods originally designed for children.

Ralston, Penny. **Teaching the Young About the Old: An Advocacy for Education about Aging. ILLINOIS TEACHER OF HOME ECONOMICS.** 21; 4; March - April, 1978. 216 - 222.
The article discusses social conditions which have led to a need for education about aging. Home economics as the best area for this subject, a teaching technique contrasting stereotypes and facts about old age, learning activities, and a list of resource materials for teachers are also discussed.

Richman, Joseph. **The Foolishness and Wisdom of Age: Attitudes Toward the Elderly as Reflected in Jokes. GERONTOLOGIST.** 17; 3; June, 1977. 210 - 219.
Jokes about the aged were compared with jokes about children. A negative attitude toward the aged and a positive one toward children were found. In addition, these jokes in general were more negative toward the next older generation.

Ross, Robert F. Jr.; Freitag, Carl B. **A Comparison of Adolescent and Adult Attitudes Toward the Aged. EDUCATIONAL GERONTOLOGY.** 1; 3; July, 1976. 291 - 294.
A semantic differential technique was used to compare the attitudes of 70 adolescents and 65 young adults toward the aged. The instrumental - ineffective dimension illustrated that the adolescent population demonstrated a more favorable attitude toward the aged than did the young adults.

Rubin, Kenneth H.; Brown, Ian D. R. **A Life - Span Look at Person Perception and Its Relationship to Communicative Interaction. JOURNAL OF GERONTOLOGY.** 30; 4; July, 1975. 461 - 467.
Two experiments were conducted in order to discover (A) the expressed attitudes of young adults about the intellectual abilities of seven target groups ranging in age from infant to elderly, and (B) if and in what manner young adults differentially explain the rules of a simple game to these same target groups.

Salter, Charles A.; Salter, Carlota Delerma. **Attitudes Toward Aging and**

Behaviors Toward the Elderly Among Young People as a Function of Death Anxiety. GERONTOLOGY. 16; 3; June, 1976. 232 - 235.
This study correlated templer's death anxiety scale among 65 college students with their attitudes and behaviors toward the elderly. There was no evidence for the anxiety - denial hypothesis that fear of aging and death results in repression of ideas associated with aging and with rejection of the elderly.

Seefeldt, Carol; Jantz, Richard; Galper, Alice; Serock, Kathy. **Children's Attitudes Toward the Elderly: Educational Implications. EDUCATIONAL GERONTOLOGY.** 2; 3; July, 1977. 301 - 310.
The CATE (Children's Attitudes Toward the Elderly) was administered to 180 children, 20 at each level from age three to age eleven. Results suggest that children at all age levels have limited knowledge of and contact with older people. Children's concepts of age increase in accuracy with increases in age.

Seefeldt, Carol; Jantz, R.K.; Galper, Alice; Serock, Kathy. **Using Pictures to Explore Children's Attitudes Toward the Elderly. GERONTOLOGIST.** 17; 6; December, 1977. 506 - 512.
Drawings of one man at four ages, 20, 40, 60, 80 were presented to 180 children (preschool - sixth grade) in a structured interview situation in order to assess knowledge of and attitudes toward age and the elderly. The child's concept of old parallels the child's cognitive development.

Serock, Kathy; Seefeldt, Carol; Jantz, Richard; Galper, Alice. **As Children See Old Folks. TODAY'S EDUCATION.** 66; 2; March - April, 1977. 70 - 73.
One hundred fifty children between ages of three and eleven were questioned on how they felt about growing older; what they knew of older people, and how they interacted with people who were older than they.

Sheehan, Robert. **Young Children's Contact with the Elderly. JOURNAL OF GERONTOLOGY.** 33; 4; 1978. 567 - 574.
Investigates the frequency and type of contact which young children have with the elderly. It examines the relationship between this contact and children's ability to identify with elderly persons. The study also reveals a significant relationship between children's frequency of contact with elderly persons and their ability to identify the elderly.

Storey, Denise C. **Gray Power: An Endangered Species? Ageism as Portrayed in Children's Books. SOCIAL EDUCATION.** 41; 6; October,

1977; 528 - 533.
Assesses the effects on children's attitudes of books which portray the elderly. Findings indicate that the stereotypic and negative images of the elderly which predominate in children's literature tend to misinform and prejudice young readers about the role of the elderly in our society. An annotated bibliography of 66 children's books is included.

Elderly Persons as Volunteers

Bowles, Elinor. **Older Persons as Provider of Services: Three Federal Programs. SOCIAL POLICY.** 7; 3; November - December, 1976. 81 - 88.
Reviews and describes three programs in which older adults provide services: foster grandparents, senior companions, and retired senior volunteers.

Brothers, Suf C. **Special Report: How to Start a Library When There is No Librarian, No Room, No Books, and No Budget. WILSON LIBRARY BULLETIN.** 51; 2; October, 1976. 119 - 121.
Records the creation of the Greenwich House Senior Citizen Center Library.

Clemente, Frank. **The Participation of the Black Aged in Voluntary Association. JOURNAL OF GERONTOLOGY.** 30; 4; July, 1975. 469 - 472.
Racial differences in membership and attendance of voluntary associations were analyzed for comparable samples of 753 black and 260 white residents of Philadelphia age 65 and over. The results of the regression analysis indicated the black aged belonged to more associations than the white aged and had higher rates of attendance.

Conk, Judith and Sarris. **Using Community Language Resources in the Schools. THEORY INTO PRACTICE.** 16; 5; December, 1977. 401 - 406.
Suggestions are offered on ways in which the community and the elderly may be brought into close contact with the schools and how individuals can become involved through volunteering their services.

Cutler, Stephen J. **Age Profiles of Membership in Sixteen Types of Voluntary Associations. JOURNAL OF GERONTOLOGY.** 31; 4; July, 1976. 462 - 470.
Several trends are noted which may encourage larger numbers of older persons to belong to voluntary associations in the future. This study presents detailed age profiles of membership in 16 types of associations. Various patterns of age differences in belonging to associations are

identified and discussed.

Cutler, Stephen J. **Aging and Voluntary Association Participation. JOURNAL OF GERONTOLOGY.** 32; 4; July, 1977. 470 - 478.
This longitudinal analysis examines changes in voluntary association participation levels over a four - year period using data from the Duke adaptation study and over a two and one - half year period using data from Oberlin, Ohio. The findings showed the extent of participation was high in both samples.

Cutler, Stephen J. **Membership in Different Types of Voluntary Associations and Psychological Well - Being. GERONTOLOGIST.** 16; 4; August, 1976. 335 - 339.
Explores the possibility that well - being of older persons may be related to membership only in certain types of associations. Among 16 types of voluntary associations in one analysis and 17 types in another, membership in church - affiliated groups alone emerges as a significant, but weak predictor of life satisfaction.

Doyle, James R. **Digging for Human Treasure. EDUCATIONAL LEADERSHIP.** 34; 1; October, 1976. 26 - 30.
Discusses the benefits for both schools and senior citizens of programs that actively involve senior citizen volunteers in the schools and briefly outlines some of the beneficial effects of the experimental teaching - learning communities program in the Ann Arbor (Michigan) Schools. Available from Association for Supervision and Curriculum Development, 1701 K Street, N.W., Suite 1100, Washington, D.C. 20006, single copies, $2.00.

Faulkner, Audrey Olsen. **The Black Aged as Good Neighbors. GERONTOLOGIST.** 15; 6; December, 1975; 554 - 559.
Experimental efforts to carry out a program of neighborhood one-to-one volunteer activity by urban low - income black elderly were unsuccessful. An alternate program of volunteering of group activities emerged. Environmental perils, limited professional supports, and volunteer characteristics were seen as accounting for the changed focus.

Feller, Richard A. **Community College Approach to Aging. COMMUNITY AND JUNIOR COLLEGE JOURNAL.** 44; 1; August - September, 1973; 20 - 21.
Describes a program designed to provide educational opportunities for elderly persons and considers how community colleges are able to reach young adult, pre-retirement and retirement populations.

Friedman, Susan. **The Resident Welcoming Committee: Institutionalized Elderly in Volunteer Services to their Peers. GERONTOLOGIST.** 15; 4; August, 1975; 363 - 366.
Describes the experience of a group of relatively impaired, institutionalized elderly in a program of volunteer service to their peers. The focus of discussion is upon the volunteer group itself, its weekly group meetings, and the meaning that this kind of group experience has had for its members.

Gotbaum, Victor; Barr, Elinor. **On Volunteerism. SOCIAL POLICY.** 7; 3; November - December, 1976; 50 - 51.
Suggests that volunteerism must supplement and not be a substitute for what should be a gainfully employed work force.

Hansen, Curtis C. **RSVP: Needing and Being Needed. JOURNAL OF PHYSICAL EDUCATION AND RECREATION.** 48; 8; October, 1977; 43 - 44.
Explores a way the elderly can be contributing members of the community through a senior volunteer program.

Hickey, Howard W. **Community Education's Implications for Teaching. JOURNAL OF TEACHER EDUCATION.** 28; 4; July - August, 1977; 19 - 20.
Participation of older adult volunteers in the classroom, and field trips exploring the community and its resources. Help to broaden students' perception of their community and widen the scope of career opportunities available to them.

Ianni, Mary Ellen; Strachan, Margaret Pitcairn. **In Loco Grandparentis. INSTRUCTOR.** 82; 6; February, 1973; 174 - 175.
Describes a seven - week unit on sensitivity to the aging process for elementary students, and a program which utilizes retired persons as classroom aides.

Mehia, Martha. **Charting the Grandperson Galaxy. PHI DELTA KAPPAN.** 58; 3; November, 1976; 244 - 247.
Discusses the teaching - learning communities project which has "apprenticed" hundreds of children to 125 "Grandpersons" actively involved in 16 schools.

Miller, Dulcy B.; Beer, Susan. **Patterns of Friendship Among Patients in a Nursing Home Setting. GERONTOLOGIST.** 17; 3; June, 1977. 269 - 275.
Patterns of friendship among intellectually intact nursing home patients

were studied about relationships with other nursing home residents, staff, volunteers, and friends outside the institution. Findings demonstrated two - thirds of the patient - respondents named residents as friends, two - third named staff, and one - half named volunteers. Presented at Gerontological Society Meeting, Louisville, October 27 - 31, 1975.

No Author. **Education for all Ages. COMMUNITY AND JUNIOR COLLEGE JOURNAL.** 44; 1; August - September, 1973. 13.
Discussed a program, designed to provide a meaningful life for senior citizens through volunteer service to the community.

O'Bruba, William S. **Flexible Ways to Obtain Teacher Aides for the Classroom. PENNSYLVANIA EDUCATION.** 3; 6; July - August, 1972. 16 - 18.
Suggestions include use of student teachers, parents, and retired people, among others, for more effective and individualized instruction.

Ottis, Earl J. **Extension Gets Help from 'Master Gardeners'. EXTENSION SERVICE REVIEW.** 44; 9 - 10; September - October, 1973. 10 - 11.
More than 140 senior citizens, after studying under Washington State University extension personnel and passing an examination administered by the State Department of Argiculture, find satisfaction in spending a few hours a week during the growing season in areas of heavy public traffic to answer questions from backyard gardeners and urban homeowners.

Payne, Barbara P. **The Older Volunteer: Social Role Continuity and Development. GERONTOLOGIST.** 17; 4; August, 1977. 355 - 361.
This paper is focused on the development of a theoretical model of social role reconstructuring. The novel input of the suggested model is an intervention strategy that interposes at the stage of susceptability before the breakdown syndrome begins.

Peffley, Ellen S. **Gardening For Food and Fun with Senior Citizens. AGRICULTURAL EDUCATION.** 40; 10; April, 1978. 228 - 229.
The article describes a vegetable gardening project for the elderly (age 65 or older) sponsored by a community action agency and the New Mexico State University Horticulture Department. A student director and two instructors provided technical management, and the students (young and old) learned about production agriculture and each other.

Penley, Linda. **Senior Citizens Lend NRPA a Helping Hand. PARKS AND RECREATION.** 10; 12; December, 1975. 35 - 36.

This article discusses the use of senior citizen volunteers at the National Recreation and Park Association office.

Sainer, Janet S. **The Community Cares: Older Volunteers. SOCIAL POLICY.** 7; 3; November - December, 1976. 73 - 75.
Considers what benefits volunteerism offers to the aging and to their communities, how this role for the aging is valued, what has been learned from the greater utilization of senior citizen volunteers, and how this opportunity can be provided to those who want it.

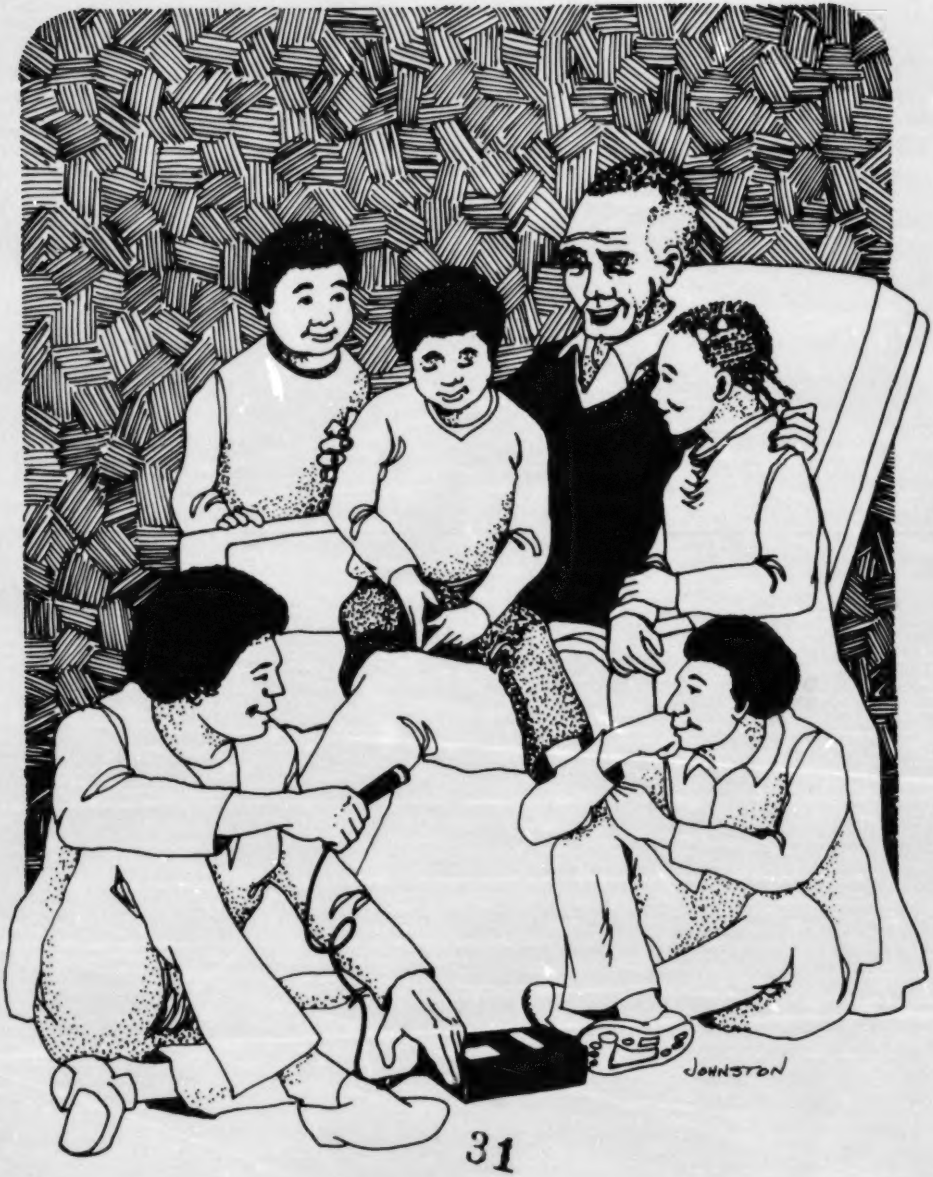
Seefeldt, Carol. **Young and Old Together. CHILDREN TODAY.** 6; 1; January - February, 1977. 21 - 25.
Discusses the benefits, recruitment and training possibilities, as well as teacher adjustments when involving the elderly as volunteers and regular participants in a school program.

Seguin, Mary M.; Jarlsberg, Jane. **Vintage Volunteers in the Library. CATHOLIC LIBRARY WORLD.** 48; 3; October, 1976. 109 - 111.
Older volunteers, in particular, provide a largely untapped reservoir of men and women able and dedicated to library service.

Showkeir, James R. **Tapping 'Older' Energy Resources: One of Many Undiscovered Unused Community Assets. COMMUNITY EDUCATION JOURNAL.** 4; 3; May - June, 1974. 46 - 48.
Presents a plan that shows how the knowledge, skills and experience of "Older" persons can be used as a resource to improve effectively the quality of education.

Sullivan, George; Florio, Coral. **Senior Citizens in Education. SOCIAL POLICY.** 7; 3; November - December, 1976. 103 - 106.
Reviews the various emerging roles that senior citizens can play in the educational field.

Trela, James E. **Social Class and Association Membership: An Analysis of Age-Graded and Non-Age-Graded Voluntary Participation. JOURNAL OF GERONTOLOGY.** 31; 2; March, 1976. 198 - 202.
This paper examines the relationship between social class and both age-graded and non-age-graded-voluntary association membership in a sample of 320 older people. Special attention is focused on one age-graded association with an examination of recruitments, participation, and attrition over a six-year period. Results are discussed.


JOHNSTON

Curricula on Aging
Using Oral History in the Classroom

Developing children's awareness of the ageing process and increasing their contact and communication with older people will help to develop children's understanding of their own life cycle and increase their ability to be responsive and sensitive to older people. Studies have shown that children generally have negative attitudes toward ageing and the aged. Therefore, it is important to increase children's contact with older people and to provide them with opportunities to explore and discuss the process of ageing.

The section, Curricula on Ageing, includes materials which discuss the role of schools in helping children develop an awareness of ageing by including the topic of ageing as part of the school curriculum. The authors make suggestions and describe activities on exploring the concept of ageing with children. Although the activities are suggested for a school setting, many of them may be adapted for use at home and in the community.

The section, Using Oral History in the Classroom, provides insight into the concept and purpose of oral history. Oral history has enriched the curriculum of many schools, provided children with enjoyable learning experiences, and expanded communication among the different generations. Educators share their experiences with developing oral history projects and describe students' responses to participating in these projects. The references include information about how to record and utilize oral history in the curriculum. The various oral history projects described demonstrate that through oral history, students may develop their communication skills, gain an appreciation of the skills and experiences of older people and contribute to the preservation of history. In addition,

teachers have reported enthusiasm from the students participating in these projects and greater contact between the school and community.

The references included in these sections represent the results of researching educational indices and related books. With the increased interest in and concern about ageing in society, new curriculum materials are being developed on ageing and the theory and method of oral history.

Curricula on Aging

Althoff, Sally A. **PREPARING TEACHERS, STUDENTS AND CITIZENS TO DEAL CONSTRUCTIVELY WITH THE PROBLEMS AND POTENTIALITIES OF AGING.** ERIC Clearinghouse on Teacher Education: Washington, D.C. 1975.
Offers information, suggestions and proposals to teachers, students, and citizens to increase their understanding of the aging process in both its physical and psychosociological aspects. Includes a resource list about materials on aging and programs for older people.

Croom, Beverly Jo. **Aging Education for the High School Student. SOCIAL EDUCATION.** 42; 5; May, 1978. 406-408.
Discusses the need for education about aging. Includes specific learning activities with specific objectives for high school students.

Education Department. **HELP THE AGED.** London, England. 1974.
This is a set of photographs, stories, biographies, folk tales, suggestion cards, teacher's handbook, developed by the British Education Department for use in developing classroom activities related to aging. The accompanying booklets help to focus some curricula ideas and related activities to subject areas, e.g. social studies, drama, library, home economics, writing. The program ideas are appropriate for primary through high school age children.

John, Martha Tyler. **Teaching Children about Older Family Members. SOCIAL EDUCATION.** 41; 6; October, 1977. 524-527.
Defines what is meant by ageism. Supports the necessity for children to learn about older people. Includes suggestions for information gathering activities, cross-cultural comparisons, positive role models and skills exchange between students and elderly people which will increase children's awareness of the aging process.

Moramarco, Sheila Sobell. **Teaching About Aging: You Owe It to Yourself. LEARNING.** 6; 7; March, 1978. 44-48.

Suggestions for how to integrate a discussion of aging with various subject areas through various activities which develop students' general skills and awareness of aging. Objectives for units on aging are included along with a resource list of films, books and curriculum program.

Paranya, Ann C. **UNIT ON AGING.** ERIC Document. 1974.
Unit on aging prepared for high school sociology, marriage and family classes. Objectives of the course are to help students 1) become aware of the fact that older people are individuals and differ widely in attitudes and abilities; 2) assess problems facing older people; 3) identify local agencies that serve the elderly; 4) become aware of societal changes required as life expectancy increases; and 5) develop a relationship with an older person or persons. Teaching strategies include class descussions, viewing of films, rap sessions with older people and panel discussions. Course evaluation and bibliography are included.

Pratt, Francis E. **TEACHING ABOUT AGING.** Eric Clearinghouse for Social Studies/Social Science Education: Boulder, Colorado. 1976.
Discusses the need for teaching about aging as part of the school curriculum. Examines some of the important issues about aging in American society. Relates aging to the various disciplines of the social sciences and suggests teaching strategies, learning activities and some resource materials for grades K-12. An extensive resource bibliography included.

Sartore, Richard L. **Discussing Aging in School. CHILDHOOD EDUCATION.** 53; 2; November - December, 1976; 86 - 88.
Discusses the responsibility of educators to help children develop an understanding of the aging process in order to prepare them to cope with their own life cycle. Includes examples of discussion questions and classroom activities which help develop aging awareness.

Storck, Patricia A. and Davies, Barbara K. **AGING: A KINDERGARTEN CURRICULUM.** 1977.
Presents curriculum for kindergarten children designed to increase children's understanding of the aging adult and encourage them to develop a friendship with an older adult. The curriculum includes 1) ideas for involving elderly in the classrooms; 2) guidelines for conducting separate orientation sessions for the aged participants and the students; 3) ideas for helping aged persons and students get acquainted; and 4) descriptions of several types of activities that can be directed by the aging individuals.

Ulin, Richard O. **DEATH AND DYING EDUCATION.** National Educatior.

Associates: Washington, D.C. 1977.
Raises a number of questions related to concerns about teaching courses on death and aging. A syllabus from a high school course is included along with a bibliography of books and audiovisual materials which deal with death and related topics.

Using Oral History in the Classroom

Arceneaux, Tom E. **Learning and Lagniappe in Louisianna. CHILDHOOD EDUCATION.** 54; 5; March, 1978. 238 - 241.
An account of an oral history project in a fourth grade classroom in a school in Louisianna. Through interviews with older people and demonstrations by older people of their skills, children's interest in history was stimulated. The project provided an opportunity to talk with older people and help to preserve local history and folklore.

Brown, Richard H. (Editor). **ACCESS TO HISTORY: A NEWS EXCHANGE OF HISTORY EDUCATION.** Newberry Library: Chicago. 1976.
This is a first issue of a newsletter for educators interested in new approaches to history teaching and learning, elementary school through graduate school. Contains articles which describe an innovative educational project in a high school in Massachusetts and a unit on colonial life involving students in the outdoors and the community. A bibliography and syllabi of three college courses on the subject are provided.

Cohen, Lizabeth. **How to Teach Family History by Using an Historic House. SOCIAL EDUCATION.** 39; 7; November - December, 1975. 466 - 469.
Proposes possible uses of an historic house museum as a learning environment. Suggestions are made as to how teachers can plan curriculum which uses an historic house museum as a vehicle for learning about various historical aspects of family life.

Crowder, William. **An Oral History Project in the Social Studies Field. EDUCATION.** 89; 4; April - May; 327 - 328.
A summary of how oral history can contribute to making history more interesting and meaningful while developing an appreciation of their past.

Ede, Lisa S. **Oral History: One Way Out of the Slough of Despond. COLLEGE COMPOSITION AND COMMUNICATION.** 28; 4; December, 1977. 380 - 382.
Suggests that oral history projects can increase students enjoyment from

writing. After conducting interviews the students may transcribe a tape of the interview and write an essay about what they learned.

Grele, Ronald (Editor). **ENVELOPES OF SOUND.** Precedent Publishing, Inc.: Chicago. 1975.
Six practitioners of oral history discuss the method, theory, and practice of oral history and oral testimony. This book provides a means for increasing the reader's understanding of the concept and use of oral history and theoretical issues related to its practice.

Hirsch, Ruth and Lewinger, Miriam. **Oral History: The Family is the Curriculum. TEACHER.** 93; 3; November, 1975. 60 - 62.
Explains a sixth grade oral history project from conception to completion as well as related activities which contribute to children's understanding of their own history. Describes the communication and learning which occurred as a result of the involvement of many generations in this project.

Hoffman, Alice M. **Reliability and Validity in Oral History. TODAY'S SPEECH.** 22; 1; Winter, 1974. 23-27.
The issue of the reliability and validity of oral history are explored. Presents a variety of types of oral history and guidelines for interviewing.

Insel, Deborah. **Foxfire in the City. ENGLISH JOURNAL.** 64; 6; September, 1975. 36 - 38.
A description of an elective english course in Boston modeled after the Foxfire project in Georgia that involved thrity-five students and twenty-five elders in writing a history of South Boston since 1900. Students were prepared for what to expect from older people during interviews and instructed in oral history technique.

Mchaffy, George L. and Sitton, Thad. **Oral History: A Strategy that Works. SOCIAL EDUCATION.** 41; 5; May, 1977. 378 - 381.
Proposes the use of oral history as a classroom tool to involve students actively in the process of recording history. Examples of possible projects are given for using oral history methods as part of the curriculum. A bibliography on oral history is included.

Mchaffy, George L. and Sitton, Thad. **Oral History Tells Its Own Story: The Loblolly Project. SOCIAL STUDIES.** 68; 6; December - January, 1977. 231 - 235.
Describes the history and activity of the Loblolly Project, an oral history project in a Texas public school. The teacher and students have

interviewed older people and published these interviews in a quarterly magazine. It is reported that this project has transformed the classroom and changed the students' and teacher's attitudes toward their lives in school.

Martin, Lois. **Oral History - How to Mesh the Process and the Substance in U.S. History. THE SOCIAL STUDIES.** 63; 7; December, 1972. 322 - 326.
A description of an oral history project in a US history class on the depression. Students developed their ability to formulate and test hypotheses, formulate questions for interviews, and analyze. Communication skills were developed and students gained a greater understanding of the experiences of their elders during the depression.

Mibauer, Barbara. **Toying with History. TEACHER.** 93; 4; December, 1975. 44 - 45.
Suggests ways to learn about history through researching and examining toys. Pictures of toys from the eighteenth and nineteenth century included in article.

Miller, Marcia Muth. **COLLECTING AND USING LOCAL HISTORY.** New Mexico Research Library: Sante Fe, New Mexico. 1971.
Identifies items to include in a local history collection and describes how to store a collection so that it is easily accessible. Suggestions are made as to how a local history collection may be used.

Morrissey, Charles T. **Oral History as a Classroom Tool. SOCIAL EDUCATION.** 32; 6; October, 1968. 546 - 549.
A report of a one day meeting in Vermont for teachers and other people concerned with the teaching of history and social studies. The report includes a brief history of the practice of oral history and highlights aspects of a discussion at the meeting which focused on issues related to the value of oral history as an educational tool.

Naison, Mark. **All God's Dangers and Oral History. JOURNAL OF ETHNIC STUDIES.** 4; 4; Winter, 1977. 105 - 110.
A review of All God's Dangers an oral memoir by Theodore Rosengarten, about a black tenant farmer who participated in the Alabama Sharecroppers Union. It is an example of how oral history adds a new dimension to social history through elderly people's stories about their culture and experiences.

Nelson, Murry R. and Singleton, H. Wells. **Using Oral History in the Social Studies Classroom. CLEARINGHOUSE.** 49; 2; October, 1975. 89 - 93.
Oral history is described as a tool to be used in the social studies

classroom to expand the study of history to include experiences of common folk and community events which are often excluded from the written texts. Suggestions are made as to how to avoid possible problems with the use of oral history. By participating in oral history projects, students gain insight and a greater ability to make hypotheses and analyses about the past.

Penna, Anthony N. **Discovering Roots: The Family in History. SOCIAL EDUCATION.** 41; 6; October, 1977. 478 - 481.
Provides suggestions for constructing a geneological chart, a sample questionnaire for interviewing family members and ideas for activities for students compiling a family history.

Pratt, Francis. **FINDING RELEVANCE IN YOUR OWN BACKYARD.** ERIC Clearinghouse for Social Studies/Social Science Education: Boulder, Colorado. 1973.
A local history course offered as a semester elective to high school seniors has as its purpose the study of the local community as a microcosm of the United States. The course includes a chronological sequence of units about the town's development. Each unit contains information and activities for the whole class and individuals which include the use of primary sources, community resources, onsite observations and investigations.

Schwab, Lynne. **Getting There is Half the Fun: Elementary Activities for Exploring Families, Roots, and Changing Values. SOCIAL EDUCATION.** 41; 6; October, 1977; 488 - 490.
Describes activities which help children explore American families, their roots and changing values.

Shumway, Gary L. and Hartley, William G. **AN ORAL HISTORY PRIMER.** 1973.
A booklet which serves as a guide to doing an oral history. Includes information about the interviewing process, transcribing the taped interview and suggestions for oral history topics.

Shockley, Ann Allen. **Oral History: A Research Tool for Black History. NEGRO HISTORY BULLETIN.** 41; 1; January - February, 1978; 787 - 789.
Afro-American history is basically an oral history. Shockley discusses the importance of developing oral history programs to collect, preserve and document black history. Various black oral histories are referred to and an evaluative criteria is listed for judging the quality and resourcefulness of interviews.

Sigglkow, Richard A. **HOW TO USE RECORDINGS. HOW TO DO IT. Series Number 8.** National Council for the Social Studies: Washington, D.C. 1967.

This document lists various ways that a teacher can utilize recordings and transcriptions to achieve interest in the social studies classroom, and suggests some recordings that are particularly valuable as learning tools. Suggestions for the teacher include several evaluation questions to apply before using a particular recording. Lists are provided of distributors of tape recordings and transcriptions, of state recording libraries of manufacturers of recording and playback equipment and use of books and catalogs.

Thompson, Enit T. **LOCAL HISTORY: A HANDBOOK FOR THE COLLECTION, PRESERVATION, AND USE OF LOCAL HISTORY MATERIALS.** Englewood Public Library: Colorado,. 1975.

A manual, designed to define the materials of local history and to tell how to deal with them. Provides step-by-step instructions for setting up such collections. Information is also provided for training staff and volunteers as well as for developing special projects in the areas of oral history, community records, community resources, current history collections and resource persons. A bibliography and a list of addresses and sources are included.

Thompson, Peggy. **In the Footsteps of Foxfire. AMERICAN EDUCATION.** 8; 6; July, 1972. 4 - 10.

A description of how the FOXFIRE magazine devoted to preserving local folklore by involving high school students in locating, recording and publishing local history, skills and experiences, has stimulated similar projects in various minority cultures. These projects have served as a means for students to develop communication skills and an interest in and identification with their own history.

Weitzman, David. **MY BACKYARD HISTORY BOOK.** Little, Brown and Company: Boston, 1975.

A local history book for children of all ages. It is organized around the idea that learning about the past begins best at home. Includes activities to do with relatives, suggestions for places in the community to explore, and things to make which represent a person's history.

Wigginton, Eliot (Editor). **THE FOXFIRE BOOK.** Anchor Press: Garden City, N.Y. 1972.

Describes the history and purpose of the FOXFIRE magazine. Some of the articles included first appeared in the magazine. Information gathered by high school students during interviews with older members

of the community, illustrations and pictures help to preserve the lives and customs of the people of Southern Appalachia. This is the first of a series of books resulting from a project in a high school in Georgia. This first book covers the areas of making a log cabin, use of tools, how to make chairs, soapmaking, quilting, faithhealing, moonshining, weather signs, hunting, food preservation and home remedies.

_____. **FOXFIRE 2.** Anchor Press: Garden City, N.Y. 1973.
The editor shares his views of the process of learning and growing and how adults can support the development of students. Selections include information about beekeeping, wild plants, how to make wagon wheels, raising sheep to weaving cloth, midwifery, old-time burials and corn shucking.

_____. **FOXFIRE 3.** Anchor Press: Garden City, N.Y. 1975.
Introduction reviews efforts to share experiences and support similar projects involving students in other parts of the country. This edition includes information collected from interviews about how to gather ginseng, animal care, butter churns, how to make brooms and brushes, how to build a lumber kiln, wild plants and making apple butter.

_____. **I wish I could give my Son a Wild Racoon.** Anchor Press: Garden City, N.Y. 1976.
A collection of narrative interviews conducted by high school students with older people about their experiences, values and beliefs.

_____. **FOXFIRE 4.** Anchor Press: Garden City, N.Y. 1977.
The introduction includes the editor's reflections on the ten years of the FOXFIRE magazine and how this project has begun to build a network of experiences and opportunities for students to connect themselves to their community and the world around them. Interviews and information included about knife making, woodcarving, fiddle making, wooden sleds, gardening, animal traps, logging, water systems and berry buckets. Includes a selected listing of periodicals and resources about the Appalachian region and an afterword about folklore.

_____. **FOXFIRE 5.** Anchor Press: Garden City, N.Y. 1979.
Editor shares his views of the role of schools to empower students to reach their own expectations by building students' self-confidence and self worth and the necessary partnership between the schools and the

community. Information included on ironmaking, blacksmithing, gunmaking and bear hunting.

Wogaman, Emily. **Folklore is Fun: Communication Comes Alive. ENGLISH JOURNAL.** 55; 2; February, 1966. 208 - 210.
A high school english teacher describes activities which help students learn about ethnic backgrounds, holiday customs, and local history. Activities include oral and written exercises, research interviews, cooking and photography. These activities help to develop students' communication skills in addition to expanding their knowledge of folklore.

Workman, Brooke. **Challenges of Oral History. CLEARINGHOUSE.** 46; 6; February, 1972. 380 - 381.
Oral history is described as a means for students to have a primary experience with historical material and methodology, and bridge the gap between the older and younger generations.

Wunderlick, Nancy A. and Pantalone, Richard. **Our Hearts Belong to Grandmas. INSTRUCTOR.** 86; 6; February, 1977. 59.
John Elementary School students invite their grandparents to visit their school in order to acquaint older members of the community with the school. The planning beforehand and the schedule for Grandparents Day is described.

JOHNSTON

Children's Books

Review of Children's Literature

The following list of children's books has been selected as an example of books currently available on the subjects of grandparents, ageing, the older generation, death, and the relationships between children and older adults. Several books involve broader family relationships.

They are intended for use by children, teachers, older volunteers, and parents in ways deemed appropriate by the readers. Librarians may find the list useful in building a collection on these topics. Suggested grade levels age given for each book.

No attempt was made to rate these books which are annotated without specific reference to their view of old age or any ageist characteristics. Most of the annotations are unqualified summaries of content however in a few cases value judgments are made relevant to the presentation and use of the content.

Following the list of children's books are annotations of review articles that discuss several aspects of ageing in children's books including their portrayal of older people and an evaluation of their attitude toward ageing. (Readers are encouraged to be aware of these aspects as they assist children in developing a consciousness on ageing.)

By becoming increasingly aware of the books written specifically about older-younger generations as well as those books on a variety of subjects which include older people as characters, it is hoped readers will add their own choices to this list.

Children's Books

Alexander, Martha. **THE STORY GRANDMOTHER TOLD.** Dial Press, Inc.: New York. 1969. (K-1)
Lisa and her grandmother share a favorite story in the warmth of Grammas kitchen.

Bartoli, Jennifer. **NONNA.** Harvey House: Irvington-on-Hudson, N.Y.: 1975. (K-3)
A young boy, perhaps 7 or 8, narrates the story of his grandmother's death and funeral, his family's observations of custom, his and their grieving and coping with the loss, and his own feelings during this time. The story also deals with the way time and memories help us accept death. Does not create a strong emotional response in the reader; we seem to be looking in on a family rather than feeling along with them.

Bernstein, Joanne E. and Gullo, Stephen V. **WHEN PEOPLE DIE.** E. P. Dutton & Co., Inc.: New York. 1977. (all ages)
An excellent book utilizing photographs and the story of an elderly woman who has died. It discusses her family, funeral customs, religious beliefs, early deaths (accidents, war and suicide), medical "death", and grief and memories. Comprehensive yet simple; sensitive and quiet.

Blue, Rose. **GRANDMA DIDN'T WAVE BACK.** Franklin Watts, Inc.: New York. 1972. (4-6)
Grandmother lives with her 10 year-old granddaughter's family. She is always home after school and enjoys the child and her friends, but as she begins to grow senile, the children stop coming. The child is confused and hurt by what is happening to her grandmother. There is an eventual nursing home placement. This sensitively written book deals with one of the painful decisions families must sometimes make, yet it ends on a hopeful note. Will evoke strong emotional responses in many readers.

Borach, Barbara. **GRANDPA.** Harper & Row, Publishers, Inc.: New York. 1967. (K-2)
Marilyn and her grandpa are a special pair, sharing activities, secrets, snacks and fun together. Sometimes "we don't say anything to each other and it's all right."

Brenner, Barbara. **A YEAR IN THE LIFE OF ROSIE BERNARD.** Harper & Row, Publishers: New York. 1971. (4-6)
Rose, whose mother had died and whose father is a travelling actor during the Depression era, must go to live with her grandparents,

uncles, aunts and cousins, none of whom she has ever met. "Things can get out of hand with Rosie around," and the merriment enjoyed with her cousins and the pleasure, support and understanding she receives from her grandparents, make Rose an unforgettable character. The many problems Rosie encounters in her year will be very real to a wide variety of young readers.

Brown, Caroline. **MRS. CHRISTIE'S FARMHOUSE.** Doubleday & Co., Inc.: Garden City, N.J. 1977. (K-2)
Mrs. Christie and Rachel move to a rambling ramshackle farmhouse. A compulsive and precise king wants to organize her farm, but soon learn that "disorganization can be fun."

Brown, Margaret Wise. **THE DEAD BIRD.** Addition-Wesley Publishing Co., Inc.: Reading, Mass. 1958. (K-3)
A straightforward story of what happens when some children find a dead bird, hold a funeral and bury it. Simple, yet useful in beginning to understand death.

Brown, Margaret Wise. **WHEN THE WIND BLEW.** Harper & Row: New York. 1977. (K-2)
An old, old lady lives alone by the sea with her 17 cats and 1 kitten. They share mutual love and affection and help each other in the end.

Browne, Frances. **GRANNY'S WONDERFUL CHAIR.** D. J. Watkins: New York. 1963. (3-6)
Snowflower and her grandmother Dame Frostyface lived at the edge of a big wood. The only thing of value they owned was a beautiful carved wooden chair. It could tell wonderful fairy tales, some of which are in this book, first published in 1856. Delightful.

Buck, Pearl S. **THE BEECH TREE.** John Day: New York. 1955. (K-3)
Old and sometimes feeble grandfather comes to live with his son's family. Mary Lou learns to love him very much and she especially likes to talk with him about big and important thoughts. But he is a lot of extra work for mother - what's a family to do?

Buck, Pearl S. **THE BIG WAVE.** John Day Co., Inc.: New York. 1948. (3-6)
"Life is stronger than death" is the message of this beautiful sad tale of Japan. A young boy loses his whole family in a tidal wave, but time and the love of the family which adopts him heal his sorrow and make him strong again. A wonderful book full of philosophy which children can appreciate and contemplate.

Buckley, Helen E. **GRANDFATHER AND I.** Lothrop, Lee & Shepard Co., Div. of Wm. Morrow & Co.: West Caldwell, N.J. 1959. (K-1)
A little boy and his grandfather enjoy each other very much because they never have to hurry. On their walks they "stop and look just as long as we like."

Buckley, Helen C. **GRANDMOTHER AND I.** Lothrop, Lee & Shepard Co., Div. of Wm. Morrow & Co.: West Caldwell, N.J. 1959. (K-1)
Depicts grandmother as the comforter, the one whose lap is best for talking, for calming fears, for soothing unhappiness.

Buckley, Helen Elizabeth. **THE WONDERFUL LITTLE BOY.** Lothrop, Lee & Shepard Co., Div. of William Morrow & Co.: West Caldwell, N.J. 1970. (K-2)
Grandmother thought he was the most wonderful boy in the world. She let him know it by her unconditional loving acceptance of him - his needs, his problems, his efforts and activities - just the way he was.

Burch, Robert. **TWO THAT WERE TOUGH.** Viking Press, Inc.: New York. 1976. (3-6)
Mr. Hilton and Wild Wings, a rooster, grow old together. Is it worth it to give up one's freedom in order to be "taken care of?" "Don't take the risk out of living," says Mr. Hilton. The strength of his character shines through his difficulties with aging.

Byars, Betsy. **THE HOUSE OF WINGS.** Viking Press, Inc.: New York. 1972. (4-6)
Sammy and his grandfather are strangers, yet Sammy's parents go off and leave him with the strange old man in his run down, dirty house filled with geese, a parrot and an owl. How Sammy's hate and resentment change to respect and love is absorbing. The descriptions of Papa's living conditions and the sentiments of the old man will fascinate a reader and perhaps help him or her to consider what is of real value in in a person.

Byars, Betsy. **AFTER THE GOAD MAN.** Viking Press, Inc.: New York. 1974. (4-6)
Friends try to help Figgy talk his grandfather into moving out of his condemned cabin and into town. A bicycle accident is the turning point of this story of friendship and shared understanding.

Carrick, Malcomb. **TRAMP.** Harper & Row: New York. 1977. (K-3)
A small lonely boy finds his secret playing place invaded by an old tramp. At first he is frightened, then glad to have a friend he makes all

by himself.

Chorao, Kay. **LESTER'S OVERNIGHT.** E. P. Dutton & Co., Inc.: New York. 1977. (K-2)
Lester, about five, spends his first night away from home with old-fashioned Auntie Belle in her strange Victorian house. How can he feel secure when he hears that his parents are "tied up" with their employer, and that Auntie Belle has a new "tiger cat"? Wonderful, very detailed illustrations add to the charm of this book.

Cleaver, Vera and Bill. **QUEEN OF HEARTS.** J. B. Lippincott Co.: Philadelphia: 1978. (5-6)
When Wilma's grandmother, who is 79, has a stroke, Wilma, 12, moves in to take care of her. The old woman is extremely difficult but she notes: "It is a terrible thing for a person like me to have enough sense left to know when I am being mean and childish and unreasonable and still not be able to stop." A powerful book which includes the themes of lost childhood, lost independence, love/hate relationships and progress from despair to purposefulness.

Clifford, Eth. **THE ROCKING CHAIR REBELLION.** Houghton Mifflin: Boston. 1978. (3-6)
The chronicle of a young girl who "gets involved" at the Maple Ridge Home for the Aged and who learns that the old are as much individuals as are the young. Several Maple Ridge residents rebel at their prospects for a full life there, and Opie and her family help them reassert themselves. An excellent amusing and totally believable book; quite thought-provoking.

Clymer, Eleanor. **THE SPIDER, THE CAVE AND THE POTTERY BOWL.** Atheneum Publishers: New York. (3-5)
A southwestern Indian story depicting the role of a wise but ailing grandmother in the guidance of her grandchildren.

Corbett, Scott. **THE GREAT McGONIGGLE'S GRAY GHOST.** Little Brown: Boston. 1975. (3-5)
Mac and Ken, two adventuresome boys, pursue a "gray ghost" in an effort to help out an unhappy and poor old man.

Corcoran, Barbara. **A DANCE TO STILL MUSIC.** Atheneum: New York. 1974. (4-6)
Margaret is deaf, but rather than go to a school for "handicapped children", she runs away. She finds a wounded deer and a friend, old Josie who lives on a houseboat. The two of them lead Margaret to an

acceptance of her deafness and a decision to do something to help herself.

Cresswell, Helen. **THE NIGHT WATCHMEN.** MacMillan Co., Subs. of Crowell Collier & MacMillan, Inc.: Riverside, New Jersey. 1970. (4-6)
Who are these two old men who call themselves night watchman? What are they doing in the small English town that is young Henry's world? Henry's relationship with these mysterious characters is an exciting one, and his life changes as a result.

DeJong, Meindart. **JOURNEY FROM PEPPERMINT STREET.** Harper & Row, Publishers: New York. 1968. (4-6)
Siebren lives in a Dutch village by the sea. He longs to be freed from tending his little brother, and he wishes to see more of the world than his village and the next. His grandfather unexpectedly invites him to go on a trip to see an unknown aunt who lives inland. Their walk is filled with danger and excitement, and Siebren and his grandfather learn a great deal about each other and about fear, love and miracles.

DePaola, Thomas A. **NANA UPSTAIRS, NANA DOWNSTAIRS.** G. P. Putnam's Sons: New York. 1973. (K-3)
Tommy visits his grandmother and great-grandmother every Sunday. He shares special times with each of them. But when great-grandmother dies, it is hard for him to accept. A shooting star comforts him and he relives those feelings when he is older and his grandmother dies. Very warm and reassuring, yet may confuse young children regarding where one "goes" after death.

DePaola, Tomi. **WATCH OUT FOR CHICKEN FEET IN YOUR SOUP.** Prentice-Hall: W. Nyack, N.Y. 1974. (K-2)
Joey is embarrassed to take a friend to visit his grandmother because she has a house full of funny old stuff and she has an accent. But Eugene likes Joey's grandmother, and Joey begins to appreciate her more.

Ewing, Kathryn. **A PRIVATE MATTER.** Harcourt: New York. 1975. (3-6)
Marcy's mother and father are divorced, and the warm and loving older man next door becomes the object of Marcy's love. They share a wonderful relationship until death, separation and new lives change everything. Poignant and very real.

Exley, Richard and Helen, Ed. **TO GRANDMA AND GRANDPA.** Houghton Mifflin: Boston. 1979. (K-5)
A compilation of children's drawings, comments, writings and opinions. Provides insights into children's perceptions of the aged as well as

serving as a guide or idea book for teachers who wish to pursue "aging" in their curriculum.

Fassler, Joan. **MY GRANDPA DIED TODAY.** Behavioral Publishing, Inc., Human Sciences Press: New York. 1971. (K-3)
Tender, moving and realistic story about a young boy and his grandpa with whom he is very close. When the grandpa dies, everyone is very sad, and they allow the child to express his confusion and grief in the ways typical for children. This book will help children comprehend the losses experienced by a loved one's death and it will enable them to deal with grief in a totally normal fashion. Evokes strong emotional reactions from some readers.

Fleischman, Sil. **THE WOODEN CAT MAN.** Little Brown and Co.: Boston. 1972. (K-4)
Miss Singsong knows her grandfather is an artist, a great maker of kites. Will the village mandarine choose him to be his official kite-maker? As together granddaughter and grandfather try to reproduce the "thing in the sky", they share love and mutual respect, cleverness and joy.

Flora, James. **GRANDPA'S FARM.** Harcourt Brace & World: New York. 1965. (K-3)
A book of tall tales told by a grandpa with an amazing imagination and gift for story-telling. Hilarious.

Flora, James. **GRANDPA'S GHOST STORIES.** Atheneum Publishers: New York. 1978. (3-5)
Grandpa tells some hair raising, graphically illustrated ghost stories designed to ward off the fears of a thunder storm, but the ghost stories themselves will terrify readers even more. Children who love a good scare will love this book.

Forrai, Maria S. **A LOOK AT OLD AGE.** Lerner Publishing Co.: N. Minneapolis, Minn. 1976. (K-5)
Photographs with text showing old people in a variety of places and activities. Simple, yet deals with the realities of old age, including closeness to death. Sensitive and straightforward. Very useful, however the people shown are more great-grandparent age for many children today.

Gauch, Patricia Lee. **GRANDPA & ME.** Coward-McCann & Geoghegan, Inc.: New York. 1972. (K-3)
A beautifully illustrated book about a boy age 7 or 8 and his grandpa who spend time together at a cottage by a large lake. "But it's what we do

there that's special for Grandpa and me."

Goffstein, M.B. **MY NOAH'S ARK.** Harper & Row Publishers, Inc.: New York. 1978. (K-up)
A deceptively simple reflection on the power of memories over loneliness.

Goldman, Susan. **GRANDMA IS SOMEBODY SPECIAL.** Albert Whitman & Co.: Chicago. 1976. (K-2)
A young child relates the pleasures of visiting her grandmother. "Mommy says I'm big enough to do things for myself, but grandma likes to help me.

Greene, Phyllis. **GRANDMOTHER ORPHAN.** Thomas Nelson, Inc.: S. Nashville, Tennessee. 1977. (4-6)
Why doesn't grandmother appreciate the anger her granddaughter had toward her adoptive mother? Does she know about fears of rejection and the need for attention? As the 2 main characters get to know each other and grandmother uses unconventional ways to "set her granddaughter straight," the reader sees the unfolding of a strong empathetic relationship.

Hader, Berta & Elmer. **THE BIG SNOW.** MacMillan Co., Subs. of Crowell Collier & MacMillan, Inc.: Riverside, N.J. 1948. (K-2)

The kindness of an old couple helps the woods animals survive a long, hard winter.

Haley, Gail E. **A STORY, A STORY.** Atheneum Publishers: New York. 1970. (K-3)
A classic African folk tale about how Anase the spider man bought the Sky God's stories. Illustrated by beautiful wood cuts.

Harris, Audrey. **WHY DID HE DIE?** Lerner Publishing Co.: Minneapolis, Minn. 1965. (K-6)
An illustrated poem in which a mother tries to explain the concept and reality of death to her young son.

Hellberg, Hans-Eric. **GRANDPA'S MARIA.** William Morrow & Co., Inc.: New York. 1974. (3-6)
Grandpa is the most important person in Maria's life. He fills the role of her father as well as her grandfather. They take care of and learn from each other while Mama is away. Maria finally meets her father but she realizes that she belongs with grandpa.

Henry, Marguerite. **MISTY OF CHINCOTEAGUE.** Rand McNally: Chicago. 1947. (3-6)
In this classic book of horses and children, grandparents play a key role.

Hood, Flora Mae. **SOMETHING FOR THE MEDICINE MAN.** Melmont Publishers: Chicago. 1962. (2-4)
Bird Patridge is the medicine man, but he is too old and sick to cure himself. Children bring him valuable gifts, food to make him strong, but Ada brings him the first violet of spring. "You make my old heart sing, Ada Armachain. Beauty to old eyes is like a song in the heart."

Jacobs, Leland. **OLD LUCY LINDY.** Holt, Rinehart & Winston, Inc.: New York. 1964. (K-2)
Amusing rhymes about a woman who lives alone and likes it. Deals with her idiosyncracies and some of her daily activities. Lucy Lindy is a slightly wacy but lovable character.

Jarrell, Mary. **THE KNEE BABY.** Farrar, Straud & Giroux, Inc.: New York. 1973. (K-2)
When a little boy cannot climb into his mother's lap because it is full of a new baby, he comforts himself by drawing his mother into conversations about his grandmother who "always has a lap ready for him."

Kantrowitz, Mildren. **WHEN VIOLET DIED.** Parents' Magazine Press:

New York. 1973. (K-3)
Violet, a pet bird, had an unexpected death. All the children were very sad. Friends came to the funeral, including one who was very uncomfortable there. The concept that nothing lasts forever, yet everything lasts via offspring, is expressed very well.

Keats, Ezra Jack. **APT. 3.** MacMillan Co., Subs. of Crowell Collier & MacMillan, Inc.: Riverside, New Jersey. 1973. (K-3)
When Sam and Ben search for the source of harmonica music in their apartment building, they make a new friend, the older blind man in Apt. 3.

Kellogg, Steve. **THERE WAS AN OLD WOMAN.** Parents' Magazine Press: New York. 1974. (K-2)
A retelling of the nonsense verse with fantastic drawings which give the familiar tale a new twist.

Kennedy, Richard. **COME AGAIN NEXT SPRING.** Harper & Row Publishers, Inc.: New York. 1976. (2 up)
Old Hark is not ready when Death comes to take him because he is busy feeding the birds and taking care of them for the winter. Hard and Death make several bargains about Death's return, and the two try to outwit each other. The birds are the heroes in this unusual and strong story. Drawings add a great deal to the mood of the book.

Kleberger, Ilse. **GRANDMOTHER OMA.** Atheneum Publishers: New York. 1969. (3-6)
Stories translated from German about a wonderful character of a grandmother who lives with her son's family. She keeps everyone hopping with her unusual habits and interests. She has a very wise way of helping her grandchildren through many dilemmas.

Knotts, Howard. **GREAT-GRANDFATHER, THE BABY AND ME.** McClelland & Stuart, Ltd.: Toronto, Ontario. 1978. (K-3)
A young boy's great-grandfather helps him to accept his new baby sister by sharing with him stories of his own boyhood. "Great-grandfather lives with us and is very old, and lots of times being next to him I feel better."

Konigsburg, Elaine Lobl. **ALTOGETHER, ONE AT A TIME. THE NIGHT OF THE LEONIDS.** Atheneum Publishing: New York. 1971. (3-6)
Lewis and his grandmother try to watch a star shower, but clouds get in the way. Lewis is feeling very sorry for himself until he realizes he'll get another chance in thirty three years, but his grandmother probably won't.

Kroll, Steven. **IF I COULD BE MY GRANDMOTHER.** Pantheon Books: New York. 1977. (K-2)
A little girl's imagination lets her play grandmother to her doll while she thinks about and relives all the things she and her grandmother love to do together. "Mommy keep out" says a sign.

Kruss, James. **MY GREAT-GRANDFATHER AND I.** Atheneum Publishers: New York: 1964. (4-6)
Great-grandfather is a wonderful story teller and lover of "rhyming." He and his great-grandson spend many treasured hours sharing these interests and cementing their love and respect.

Kumin, Maxine. **WHEN MOTHER WAS YOUNG.** G. P. Putnam's Son's: New York. 1970. (2-4)
An excellent description of life during World War II. It will be of great interest to children because it describes conditions quite familiar to their grand-parents.

Kumin, Maxine. **WHEN GRANDMOTHER WAS YOUNG.** G. P. Putnam's Sons: New York. 1969. (2-4)
Growing up in Boston's North End in the 1920's, was an exciting thing for every child. This book provides 'every day history' and is one that is sure to inspire children and teachers to ask questions of their grandparents and older acquaintances. Excellent drawings add to the authenticity and charm of this book.

LaFarge, Phyllis. **GRANNY'S FISH STORY.** Parents' Magazine Press: New York. 1975. (K-3)
Granny is not like other grandmothers. She lives alone in the woods and knows a lot about animals and little girls. Sarah takes a friend for a visit and Granny helps them deal with the fears of thunderstorms and unknown creatures.

Lenski, Lois. **DEBBIE AND HER GRANDMA.** Henry Z. Walck, Inc.: New York. 1967. (K-1)
Debbie, about five years old, visits her grandma and participates in her very active day. They have a fine time together and it's such fun "to go visiting alone."

Le Roy, Gen. **EMMA'S DILEMMA.** Harper & Row Publishers, Inc.: New York. 1975. (3-5)
Pearl, a lovable sheep dog, means more to Emma than anything else in

the world. How can she bear it when Grandma comes to live with the family and discovers she is allergic to Pearl? Family crises, the pain and confusion of growing up, and the wisdom of young children are important themes throughout the book.

Lexau, Joan M. **BENJIE.** Dial Press, Inc.: New York. 1964. (K-2)
Benjie and his grandmother live in one room of a large apartment building. He is painfully shy, but when he needs to help his grandmother, he overcomes shyness with determination. Her pride in and love for him are plain and simple and understandable to young children.

Lexau, Joan M. **BENJIE ON HIS OWN.** Dial Press, Inc.: New York. 1970. (K-2)
Benjie lives in Harlem with his grandmother, and their life is not any easy one. She feels she must walk him to and from school for his own safety, but one day she doesn't come, Benjie knows that something must have happened to her. How he manages the situation will hold youngsters' attention and help them to think about what they would do in emergencies.

Lim, John. **AT GRANDMOTHER'S HOUSE.** Tundra House of Northern New York. Plattsburgh, N.Y. 1977. (K-2)
Describes weekends with Johnnie's grandmother in a little village on the island of Singapore in the 1930's. The style of writing is descriptive and interesting in its details, and the paintings used as illustrations add a dimension of life and mystery to the book that is quite fascinating. This story could prompt discussions on the universality of feelings and experiences shared between grandparents and grandchildren everywhere.

Lofting, Hugh. **THE STORY OF MRS. TUBBS.** J. B. Lippincott Co.: Philadelphia. 1923. (K-4)
Mrs. Tubbs (100 years old), is turned out of her old farm house, but her animal friends ingeniously come to her rescue.

Loof, Jan. **MY GRANDPA IS A PIRATE.** Harper & Row Publishers, Inc.: New York. 1968. (K-2)
Grandpa has pirate clothes in the attic and he says he used to be a pirate. Grandma doesn't believe a word of it. But what happens to grandpa and his grandson are sure to make one wonder.

Low, Alice. **GRANDMAS AND GRANDPAS.** Random House, Inc.: Westminster, Maryland. 1962. (K-1)

A little idealized, old fashioned, trite and stereotyped. However this book does show one type of grandparent or great-grandparent with whom some children will identify.

Lundgren, Max. **MATT'S GRANDFATHER.** G. P. Putnams' Sons: New York. 1972. (K-3)
Young Matt and his parents visit grandfather in an old people's home. Although Matt is a bit fearful at first, he and his grandfather share some profound thoughts and secrets on their walk through the park. "For me, for happy people, there is no such thing as time."

MacDonald, Betty. **MRS. PIGGLE-WIGGLE, MRS. PIGGLE-WIGGLE'S MAGIC, MRS. PIGGLE-WIGGLE'S FARM, and HELLO, MRS. PIGGLE-WIGGLE.** Lippincott: Philadelphia. 1948.
Mrs. Piggle-Wiggle is the older woman of the town who knows all about children and how to "cure" their behavior problems. She is full of wonderful advice and is loved by parents and children alike.

McCloskey, Robert. **BURT DOW: DEEP WATER MAN.** Viking Press: New York. 1963. (K-2)
Burt Dow is a retired fisherman, but he is a vigorous man who takes on all problems imaginatively and with good humor.

McCloskey, Robert. **CENTERBURG TALES.** Viking Press: New York. 1951. (3-6)
Homer Price's Grandpa Hercules is beloved by all the town's children for his wonderful story telling and his strong "character".

McGrath, Lu Parr and Scobey, Joan, compilers. **WHAT IS A GRANDMOTHER? and WHAT IS A GRANDFATHER?** Fireside Books, Simon and Schuster, Inc.: New York. 1970. (K-2)
Definitions of grandparents given by children from around the U.S.

McNeill, Janet. **GOODBYE, DOVE SQUARE.** Little, Brown & Co.: Boston. 1969. (5-6)
A square in England is to be renovated, and all area residents have to move to new housing "planned for the happy life." But not everyone moves, and the old houses hold many secrets. The characters and situations in this book are very much alive and will be of great interest to readers.

Mahy, Margaret. **LEAF MAGIC.** Parents' Magazine Press: New York. 1976. (K-3)
Old Fish and Chips, "a wizard really," helps Michael rid himself of a

haunting leaf, but then wonderful magic happens because Michael wants the leaf back.

Mahy, Margaret. **ULTRA-VIOLET CATASTROPHE.** Parents' Magazine Press: New York. 1975. (K-3)
Great Uncle Magnus resents being "treated like a potted plant," and Sally doesn't like being a "dear little girl." They go off on a wonderfully adventurous walk together and amaze one another with how much they have in common.

Matthis, Sharon Bell. **THE HUNDRED PENNY BOX.** Viking Press, Inc.: New York. 1975. (K-5)
Michael and his 100 year old Aunt Dew love to count the pennies in her hundred penny box and talk about the years they represent. The description of the old/young relationship, the family conflicts which can occur when an old person comes to live with the family, and the powerful way in which Aunt Dew's feelings and thoughts are described, make this book extremely moving and alive.

Mazer, Norma Fox. **A FIGURE OF SPEECH.** Delacourt Press, Distributed by Dial Press, Inc.: New York. 1973. (5-6)
What happens in a family when an older relative who has live with it a long time is suddenly in the way? Jenny and her grandfather share close bonds which enable them to fight back and to run away togehter when the nursing home looms imminent, as the inevitability of the future. This book is very moving and gives us pause to consider not only our treatment of aging relatives, but of all family members. Excellent.

Miles, Miska. **ANNIE & THE OLD ONE.** Little, Brown & Co.: Boston. 1971. (2-5)
Annie and her grandmother live on a Navaho Indian Reservation and are very close to one another. When Annie realizes that her grandmother is predicting her own death thro'gh rug weaving, Annie tries desperately to ward off the inevitable. The grandmother's explanation of life's processes is beautiful.

Monjo, F. N. **GRAND PAPA AND ELLEN AROON.** Hold, Rinehart & Winston, Inc.: New York. 1974. (3-5)
A first person account by Ellen of her relationship with her famous grand papa, Thomas Jefferson. Historically interesting as well as a charming story.

Ness, Evaline Michelow. **JOSEFINE FEBRUARY.** Charles Scribner's Sons: New York. 1963. (K-3)

Pringle, Laurence. **DEATH IS NATURAL.** Four Winds Press: New York. 1977. (4-6)

A scientific look at death as part of the chain of life. "There is beauty, variety, and change, and death helps make it possible." Striking black and white photos accompany the detailed text. The balance of nature, extinction, and other ecological considerations are addressed. Because the book deals with plants and animals for the most part, human responses to human death are only briefly mentioned. For older readers - a matter of fact, yet sensitive explanations of the inevitable.

Raynor, Dorka. **GRANDPARENTS AROUND THE WORLD.** Albert Whitman & Co.: Chicago. 1977. (K-6)

A collection of photographs depicting grandparents with young children in everyday situations. Warm, appealing, and thought provoking.

Robinson, Adjai. **FEMI & OLD GRANDADDIE.** Coward-McCann Geoghegan, Inc.: New York. 1972. (2-4)

A West African tale of the trickery but also the helpfulness of an old man toward a boy. A clever story illustrated with authentic scenes form West Africa.

Robinson, Jean. **THE SECRET LIFE OF T.K. DEARING.** Seabury Press, Inc.: New York. 1973. (4-6)

With Grandpa coming to live with T.K. and even sharing his room, how is T.K. going to keep his secret club a secret anymore? Will he lose all his friends? Why doesn't Grandpa conform to what his daughter believes an older person should be? An excellent look at family relationships and changing perceptions.

Rogers, Pamela. **THE RARE ONE.** Thomas Nelson, Inc.: Nashville. 1973. (4-6)

Can a solitary old man, a hermit, be described as an endangered species? When Toby discloses the old man's existence by winning an essay contest, the rare one comes under the protection of a home for the aged and soon dies. Toby encounters the depths of human emotion in his experience with the old man and learns invaluable life lessons from him. Excellent.

Schaefer, Jack Warner. **OLD RAMON.** Houghton Mifflin Co., Education Division: Boston. 1960. (5-6)

A young boy spends the summer with old Ramon and his flock of sheep. The boy learns many lessons 'not found in books' from the old shepherd, and he gains wisdom from one who has lived through and learned much.

Reviews of Children's Literature

Ansello, Edward F. **How Older People are Stereotyped. INTERRACIAL BOOKS FOR CHILDREN BULLETIN.** 7; 6; 1976. 4-6.

_____. **Old Age as a Concept. INTERRACIAL BOOKS FOR CHILDREN BULLETIN.** 7; 8; 1976. 6-8.

_____. **The Rocking Chair Syndrome in Action. INTERRACIAL BOOKS FOR CHILDREN BULLETIN.** 7; 6; 1976. 7-10.
These three articles discuss the ways in which children's literature portray older people. Research of 549 books for Kindergarten through third grade was conducted; behaviors, characteristics and adjectives describing physical and personality traits were classified. Additional aspects of the books which were studied include illustrations, occupational roles, racial and sexual composition and relationships between older characters and other characters.

Barnum, Phyllis Winet. **Discrimination Against the Aged in Young Children's Literature. THE ELEMENTARY SCHOOL JOURNAL.** 77; 4; March, 1977. 301-308.
A study of one hundred books for children of preschool age through grade three published from 1950 to 1959 and from 1965 to 1974. The portrayal of old age in children's literature was judged by three criteria: the frequency of occurence of older people in the text and illustrations, the nature of their social participation and their behavioral traits. The tables included indicate that the results of the study show that old people appear infrequently in young children's literature and when they do appear their roles and behavior are limited and stereotypic.

Barnum, Phyllis Winet. **The Aged in Young Children's Literature. LANGUAGE ARTS.** 54; 1; January, 1977. 29-32.
Evaluates specific books according to the following aspects: stereotypic roles for females and males, physical appearances of older people, older people depicted as unfailingly pleasant, relationships between grandparents and grandchildren, and how often older people are shown outside the home.

Constant, Helen. **The Image of Grandparents in Children's Literature. LANGUAGE ARTS.** 54; 1; January, 1977. 33-40.
Reviews books which are about relationships between grandparents and grandchildren, senility, ethnic stereotypes, death of a grandparent, grandmother as friend and babysitter, mobility of families,

grandparent as guardian and negative attitudes toward grandparents.

Council on Interracial Books for Children. **INTERRACIAL BOOKS FOR CHILDREN BULLETIN.** 7; 6; 1976.
A special issue devoted to ageism in children's books. Five articles cover books statistics to counter myths, classroom exercises and resources.

Peterson, David A. and Karnes, Elizabeth L. **Older People in Adolescent Literature. GERONTOLOGIST.** 16; 3; June, 1976. 225-231.
A content analysis of Newberry Medal adolescent literature of the twentieth century to determine the types, extent and importance of older characters in adolescent literature, the attitude toward oldness conveyed by the authors and the differences among older characters who appeared in books of various time periods. The findings indicate that older persons were not underrepresented but underdeveloped and peripheral to major action of the book. No differences were found between older characters in books published early in the century and those of the most recent time period.

Seefeldt, Carol, Galper, Alice, Serock, Kathy, and Jantz, Richard K. **The Coming of Age in Children's Literature. CHILDHOOD EDUCATION.** 54; 3; January, 1978. 123-127.
A review of children's literature which includes information and experiences that will enable children to develop realistic, accurate attitudes of aging and the aged. Books selected for review are about relationships with grandparents, extending the range of roles older persons assume, contributions of the elderly and how we all grow older. A selected bibliography of children's books and related resources are included.

Storey, Denise C. **Gray Power: An Endangered Species? SOCIAL EDUCATION.** 41; 96; October, 1977. 528-533.
Review of books presenting stereotypic images of older people in children's literature. Intended to help teachers become aware of ageist attitudes when selecting books. Includes annotated bibliography with ratings of books.

Storey, Denise C. **Fifth Graders Meet Elderly Book Characters. LANGUAGE ARTS.** 56; 4; April, 1979.
A fifth grade classroom was introduced to terms, concepts and a collection of books portraying the elderly in text and illustrations. The unit is described, some activities explained and bibliography included.

JOHNSTON

Josefin and her grandfather live together in Haiti. She tries to earn money for a special birthday present for him, and in the process learns a warm lesson about the power of love.

Newman, Shirlee P. **TELL ME, GRANDMA, TELL ME, GRANDPA.** Houghton Mifflin: Boston. 1979. (K-2)
When Grandma and Grandpa tell their granddaughter about the antics of her parents when they were children, she imagines them their current grown-up size doing such things as having a tantrum at the grocery store and taking a blanket everywhere. Wonderful illustrations included, that are essential to the text.

Orgel, Doris. **THE MULBERRY MUSIC.** Harper & Row, Publishers, Inc.: New York. 1971. (4-6)
Libby's grandmother 'belongs to herself' and as such is a great joy to be with. She loves to swim, jog, play the piano for the joy of it, and do things with Libby. But one day grandmother becomes seriously ill. Well-meaning parents prevent Libby from seeing Grandma Liza and Libby has to defy them in search of her. How Libby tries to deal with the degeneration of her beloved grandmother, with her own anger and frustration and with the death and funerals creates a strong, moving, and believable story.

Schick, Eleanor. **CITY IN THE WINTER.** MacMillan Co., Subs. of Crowell Collier & Macmillan, Inc.: Riverside, New Jersey. 1970. (K-2)
Jimmy's grandma is with him the day they are snowed in and helps to make it a special, rather than a frightening, time.

Schnurr, Constance Burke. **THE CRAZY LADY.** Harcourt Brace, Jovanich, Inc.: New York. 1969. (1-4)
A mystery story involving the neighborhood 'crazy lady' and two boys who discover she's really "just eccentric." The friendships that develop while mysteries are being solved are explored against the background of the crazy lady's humor and common sense.

Segal, Lou. **TELL ME A MITZI. "MITZI SNEEZES."** Farrar, Strauss & Giroux, Inc.: New York. 1970. (K-3)
Everyone is sick including mother, but she can't go to bed because she has to help everyone else. Suddenly someone is at the door - Grandma will save the day. Soon, however, they can repay her.

Segal, Lou. **TELL ME A TRUDY. "TRUDY AND THE COPY CATS."** Farrar, Strauss & Giroux, Inc.: New York. 1977. (K-3)
Grandma comes for a brief visit and solves the problems of the copy cats and the difficulty of going to bed.

Sharmat, Marjorie Wienman. **MORRIS BROOKSIDE, A DOG.** Holiday House: New York. 1973. (1-3)
Mr. and Mrs. Brookside adopt Morris into their family. He is treated as a family member and helps make up for their children and grandchildren who "came only on holidays."

Shotwell, Louisa R. **MAGDALENA.** Viking Press Inc.: New York. 1971. (5-6)
Magdalena's grandmother, recently from Puerto Rico, worries about the American influence on her granddaughter. Meanwhile Magdalena makes friends with quite a variety of kids at school and with a strange old lady named Miss Lilley. How Magdalena and her grandmother reconcile their differences, and how the roles played by her various friends help Magdalena understand her life are very intersting and quite believable in a current urban setting.

Skorpen, Leisel Moak. **OLD ARTHUR.** Harper & Row Publishers, Inc.: New York. 1972. (K-3)
Old Arthur is a farm dog who is not much good for anything anymore. He is taken to the pound and his fate seems sealed until a young boy falls in love with him. The boy loves Old Arthur for what he can do rather

than seeing him for what he no longer can do.

Skorpen, Leisel Moak. **MANDY'S GRANDMOTHER.** Dial Press, Inc.: New York. 1975. (K-4)
Mandy and her grandmother reconstruct their expectations of one another, reconcile their differences, and become good friends. Realistic and warm; deals with recognizable family problems.

Stevens, Carla. **STORIES FROM A SNOWY MEADOW.** Seabury Press: New York. 1976. (1-4)
Four stories about Mole, Shrew, Mouse and their elderly friend Vole, dealing with friendship, death, loss, grief and love. Emphasizes the value of story telling to help us understand one another. Very appealing.

Stevenson, James. **COULD BE WORSE.** Greenwillow Books, Div. of Wm. Morrow, Warehouse 6: West Caldwell, N.J. 1977. (K-3)
At grandpa's house things were always the same. His grandchildren decide he is very uninteresting until he tells them a wonderful adventurous dreamstory.

Stevenson, James. **THE WORST PERSON IN THE WORLD.** Greenwillow Books, Div. of Wm. Morrow, Warehouse 6: West Caldwell, N.J. 1978. (K-3)
A grouchy old man who lives in a run down house and hates children satirizes those stereotypes and arouses disgust in the reader. However, one day he meets the ugliest thing in the world and things begin to change in the old man's life. Very humorous and witty.

Stuart, Jesse. **THE BEATINEST BOY.** Whittlesey House, McGraw-Hill Book Co.: New York. 1953. (3-5)
David goes to live with Grandma Beverly when his parents die, and they grow to love each other dearly. With his hound dog Orphan, David tries to earn money for a special present for her and in the process learns about the joys of giving gifts to loved ones. Set in the Kentucky Hills.

Thiele, Colin. **THE HAMMERHEAD LIGHT.** Harper & Row Publishers, Inc.: New York. 1976. (4-6)
Set in Australia, this is the exciting story of a craggy old man who looks Like Father Christmas, his young friend and staunch supporter, Tessa Noble, and their fight to preserve the old lighthouse of their town.

Tobias, Toby. **JANE, WISHING.** Viking Press, Inc.: New York. 1977. (3-5)
Jane (very plain) wishes her life were very different and that she were very beautiful. Everyone else in the family is a realist, including her

grandmother, and it's hard to be a dreamer in such an environment. Jane's problems are resolved much too rapidly and easily to be believable.

Tripp, Wallace. **SIR TOBY JINGLE'S BEASTLY JOURNEY.** Coward-McCann & Geoghegan, Inc.: New York. 1976. (1-3)
Sir Toby wants to retire from protecting villagers from the ghastly creatures of Grimghast Forest, but first he must secure the future for himself and everyone. Very clever.

Udry, Janice May. **MARY JO'S GRANDMOTHER.** Albert Whitman & Co.: Chicago. 1970. (K-2)
Mary Jo is staying on her grandmother's farm when an accident occurs which makes it necessary for Mary Jo to be resourceful. Raises the concern and question of family's about what to do when an older person should no longer live alone.

Viorst, Judith. **THE TENTH GOOD THING ABOUT BARNEY.** Atheneum Publishers: New York. 1969. (K-4)
This book is helpful in dealing with the concept of death. Barney is a pet cat who dies. His young owner attempts to work through his grief by remembering good things about Barney.

White, E. B. **CHARLOTTE'S WEB.** Harper & Row Publishers, Inc.: New York. 1952. (K-6)
This classic book includes the concepts of death and a life well-lived among its many important themes.

Williams, Barbara. **KEVIN'S GRANDMOTHER.** E. P. Dutton & Co., Inc.: New York. 1975. (K-2)
Kevin's grandmother is a very unusual person. She loves to ride motorcycles and practice yoga, for example. A friend's grandmother seems very tame by comparison, but she too is an interesting and active person.

Wood, Joyce. **GRANDMOTHER LUCY GOES ON A PICNIC.** Collins World Publishers: Cleveland. 1976. (K-2)
A calm and peaceful picnic day for granddaughter and grandmother reveals the pleasure of being together in the quiet out-of-doors. The two seem to share and communicate in a subtle lovely way.

Wood, Joyce. **GRANDMOTHER LUCY IN HER GARDEN.** Collins World Publishers: Cleveland. 1977. (K-2)

Realistic, pleasant day with Grandmother Lucy, her granddaughter, and her cat. The slow pace and calm, warm interactions as they welcome spring make this book delightful.

Wood, Joyce. **GRANDMOTHER LUCY AND HER HATS.** Atheneum Publishers: New York. 1969. (K-2)
The joys of an attic are explored by grandmother and grandchild, and a collection of hats is the special focus. These two people share a special love and pleasure in being together.

Zim, Herbert and Bleeker, Sonia. **LIFE AND DEATH.** Wm. Morrow Co., Inc.: New York. 1970. (4-6)
In an attempt to explain the differences between life and death, the authors write a rather complicated scientific explanation of the two concepts. Aging and death are explained as an inevitable continuum of life. The book is more readable and interesting in the section which relates the funeral customs and beliefs of many peoples of the world. The ending of this book contains some value laden statements about which the reader should be fore-warned. E.G.: "The death of the old gives the young a better chance to live and grow." "People who are loved and have useful, happy lives come to accept all of life, including its end."

Zolotow, Charlotte. **MY GRANDSON LEW.** Harper & Row Publishers, Inc.: New York. 1974. (K-2)
Mother didn't know that Lew remembered his grandfather, but she and Lew share special memories one night when Lew wakes up and misses him. Simple, beautiful and sad, yet helps us know that no one is completely forgotten.

Zolotow, Charlotte. **WILLIAM'S DOLL.** Harper & Row Publishers, Inc.: New York. 1972. (K-2)
William wants a doll but everyone tries to talk him out of it by teasing and by offering him more "masculine" toys and activities. His visiting grandmother supports his need and helps his family see the value in learning to become a good father.